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ABSTRACT

This resource package has been prepared as a means for distributing not only the results of the 1978 British Columbia Assessment of Written Expression but also to provide educators with clear, well-organized, classroom-ready materials which will assist them in teaching and evaluating the skills of written expression. It contains all of the test exercises from the provincial assessments, together with marking scales, provincial results, and further suggestions for teaching and evaluating each writing skill. The assessment was conducted at the grades 4 and 8 levels. However, since many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels, the exercises have been keyed throughout the package: all exercises, scales, and sample papers for the grade 4 level were keyed as "EXERCISE 1"; at the Grade 8 level they were keyed "EXERCISE 2". The exercises utilize the re-emerging assumptions that the English/Language Arts program should be based on the competencies actually required in adult life and that these skills can be specifically taught, learned, and measured. (Author/BW)

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BRITISH COLUMBIA ASSESSMENT OF WRITTEN EXPRESSION 1978

Teaching and Evaluating Student Writing

(Elementary Grades)

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LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

TM 810 854

TEACHING AND EVALUATING STUDENT WRITING

Province of
British Columbia

Ministry of
Education

Parliament Buildings
Victoria
British Columbia
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Phone: (604) 387-5902

LEARNING ASSESSMENT BRANCH

TEACHING AND EVALUATING STUDENT WRITING

UTILIZING MATERIALS DEVELOPED FOR THE 1978 ASSESSMENT OF WRITTEN EXPRESSION

This package of materials has been prepared for teachers of Language Arts and English for their use in British Columbia classrooms. The materials include all of the test exercises, marking scales, and results from the 1978 assessment. Classroom-usable examples of student writing for each exercise, as well as further suggestions for teaching and evaluation each of the writing skills, are also included. PLEASE READ THE INTRODUCTION BEFORE USING THE MATERIALS WITH YOUR STUDENTS.

We hope you find the looseleaf format useful--you are encouraged to duplicate the exercises, scales, and exemplars for use with your students. We suggest that the materials be kept either in a clip binder or in file folders, organized according to individual skills. The latter suggestion would also allow for storage of class sets of materials, ready for immediate use.

We would appreciate your comments on the content and arrangement of the package so that we can continue to improve future packages of materials.

LEARNING ASSESSMENT BRANCH

TEACHING AND EVALUATING STUDENT WRITING

General Introduction

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

TEACHING AND EVALUATING STUDENT WRITING

GENERAL INTRODUCTION

ACKNOWLEDGEMENTS

The Ministry of Education gratefully acknowledges the services of the people, listed below, who have contributed to the production of this resource materials package.

The members of the 1978 Assessment of Written Expression Contract Team, who developed the test exercises, refined the marking scales, and designed the overall assessment project:

Robert Conry (U.B.C.)
Denis Rodgers (U.B.C.)
Lyn Glazier (Vancouver)
Arnold Muir (North Vancouver)
Maureen Noonan (West Vancouver)

The members of the 1978 Assessment of Written Expression Management Committee, who were responsible for overseeing the work of the assessment and for offering constructive criticism and advice to the Contract Team:

Bill Atkinson (Quesnel)
Fred Bowers (U.B.C.)
Rick Cooper (Vancouver)
Aileen Fletcher (Powell River)
Nancy Greer (Ministry of Education)
John McVicar (Ministry of Education)
Sylvia Rayer (West Vancouver)
Jan Sarkissian (Victoria)

The teachers who, using the pilot test responses, developed and refined the marking criteria (scales) which were used in the assessment:

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Nancy Buan (Vancouver)
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Anne Clemens (Coquitlam)
Rick Cooper (Vancouver)
Jessie Deplissey (Vancouver)
Faye Erbe (Richmond)
Judy Giles (Coquitlam)
William Griffin (Surrey)
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Sharon Jeroski (U.B.C.)
Joyanne Landers (Coquitlam)
Peggy McCartney (U.B.C.)
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Allison McKenzie (Vancouver)
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Joyce Matheson (U.B.C.)
Nora Medenwaldt (Burnaby)
William Mumford (Vancouver)
Jørgen Nielsen (Burnaby)
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Eric Paakspuu (Richmond)
Sylvia Pritchard (Coquitlam)
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James Strilesky (Richmond)
Del Sturhahn (Vancouver)
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Robert Sweet (U.B.C.)
Anne Thompson (Vancouver)
Angela Weber (Richmond)
John Wiebe (Burnaby)
Jude Williams (Delta)

The individuals who worked with the test exercises, scales, and results, added the preambles and teaching suggestions, and prepared these resource packages for this publication.

John McVicar, Project Director (Ministry of Education)
Rod Brown, Project Co-ordinator (Nanaimo)
Rick Cooper (Vancouver)
Faye Erbe (Richmond)
Clara Penner (Surrey)
Jude Williams (Delta)
Berenice Wood (Burnaby)
Sandra Young (Shuswap)

TABLE OF CONTENTS - ELEMENTARY GRADE LEVELS

DIRECTED WRITING SKILLS

Introduction . . . . . DW 1
Introductory Pages from Assessment Tests . . . . . DW 2
Uses Correct Mechanics of Letter/Envelope Format . . . . . DW 5
Uses Correct Mechanics of Quotation Marks . . . . . DW 20
Follows Directions When Completing Printed Forms . . . . . DW 25
Uses Terse Telegraphic Speech Style . . . . . DW 35
Gives Simple Instructions Clearly . . . . . DW 43
Describes Human Physical Features and Details of Clothing . . . . DW 51
Describes a Setting Using Spatial Terms . . . . . DW 57
Reinforces a Specific Mood Through the Use of Supporting Statements . . . . . DW 65
Observes Details in Places and Events . . . . . DW 73
Shows Fluency in Ability to Generate Ideas and Associations . . . DW 82
Distinguishes Between Essential and Peripheral Detail . . . . . DW 88
Focuses on One Topic or Event . . . . . DW 97
Adjusts Tone to Audience . . . . . DW 105
Makes a Judgement, Supports an Opinion . . . . . DW 110
Selects Detail to Support a Viewpoint . . . . . DW 118
Summarizes a Main Idea in a Single Sentence . . . . . DW 126
Organizes Details and Ideas . . . . . DW 135
Conveys Personality Through Selected Details . . . . . DW 143
Organizes Events in a Plausible Sequence . . . . . DW 152

NARRATIVE WRITING SKILLS

Introduction . . . . . N 1
Grade 4 Exercise . . . . . N 2
Grade 8 Exercise . . . . . N 4
Narrative Writing (Scaled for Overall Effectiveness) . . . . . N 5
Subscales: Originality N22
Organization N27
Sentence Structure and Usage N32
Spelling N42
Handwriting N51
Punctuation and Capitalization N59

PROOFREADING SKILLS

Introduction P1
Introductory Pages from Assessment Tests P2
Grammatical Usage P4
Capital Letters P10
Quotation Marks P16
Abbreviations P20
Apostrophes P26
Sentence Structure P32
Appropriate Word Choice P36

TABLE OF CONTENTS - SECONDARY GRADE LEVELS

DIRECTED WRITING SKILLS

Introduction . . . . . DW 1
Introductory Pages from Assessment Tests . . . . . DW 2
Uses Correct Mechanics of Letter/Envelope Format . . . . . DW 4
Correctly Follows Directions When Completing Printed Forms . . . . DW 18
Uses Correct Conventions of the Formal Social Letter . . . . . DW 28
Uses Terse Telegraphic Speech Style . . . . . DW 33
Gives Simple Instructions Clearly . . . . . DW 41
Describes Human Physical Features and Details of Clothing . . . . DW 50
Describes a Setting Using Spatial Terms . . . . . DW 59
Selects Nouns, Verbs, Adjectives and Adverbs to Reinforce a Specific Mood . . . . . DW 68
Observes Detail in Places and Events . . . . . DW 76
Distinguishes Between Essential and Peripheral Detail . . . . . DW 84
Adjusts Tone to Audience . . . . . DW 94
Makes a Judgement, Elaborates an Opinion . . . . . DW 103
Selects Detail to Support a Viewpoint . . . . . DW 112
Summarizes a Main Idea in a Single Sentence . . . . . DW 121
Organizes Details and Ideas . . . . . DW 130
Displays Coherence and Unity of Tone and Impression . . . . . DW 139
Conveys Personality Through Selected Details . . . . . DW 143
Organizes Events in a Logical Sequence . . . . . DW 153

NARRATIVE AND EXPOSITORY ESSAY WRITING SKILLS

Introduction . . . . . N/E 1
Grade 8 Exercises . . . . . N/E 2
Grade 12 Exercises . . . . . N/E 6
Narrative Writing (Scaled for Overall Effectiveness) . . . . . N/E 9
Expository Writing (Scaled for Overall Effectiveness) . . . . . N/E 31
Subscales: Organization . . . . . N/E 50
Sentence Structure and Usage . . . . . N/E 60
Spelling . . . . . N/E 71
Handwriting . . . . . N/E 81
Vocabulary . . . . . N/E 91
Punctuation N/E103

PROOFREADING SKILLS

Introduction P1
Introductory Pages from Assessment Tests P2
Grammatical Usage P4
Capital Letters P8
Quotation Marks P12
Abbreviations P18
Capital Letters and Punctuation P22
Apostrophes P26
Sentence Structure P30
Appropriate Word Choice P38

GENERAL INTRODUCTION

This resource package has been prepared as a means for distributing not only the results of the 1978 Assessment of Written Expression but also to provide educators with clear, well-organized, classroom-ready materials which will assist them in teaching and evaluating the skills of Written Expression. It contains all of the test exercises from the provincial assessments, together with marking scales, provincial results, and further suggestions for teaching and evaluating each writing skill. It is hoped that the package will enable teachers to clarify the goals of their composition programs and to communicate these clearly to students and parents. In addition, it is believed that the method of "scaling" compositions presented here is a simpler, more accurate means of measuring and evaluating student writing than many of the more impressionistic methods traditionally utilized by teachers.

These packages grew out of the 1978 British Columbia Assessment of Written Expression. That assessment proceeded from a skills analysis of all of the various forms of writing likely to be required of a competent Grade 12 graduate in his/her adult roles as a citizen, worker, learner, and creative individual. The test exercises were designed to elicit specific clearly defined skills which had been so identified and were given to sample classes throughout the province at the Grade 4, 8, and 12 levels.

Three types of exercises were developed for the provincial assessment. These are Directed Writing materials, a Global Essay, and some Editing and Proofreading exercises.

Directed Writing - these exercises were designed to cue students to respond to a situation using a particular skill (e.g. students were asked to write a letter appropriate to a given situation and their responses were graded for the presence of the correct conventions of the formal social letter).

Global Essay - students were asked to write a relatively lengthy composition, choosing either a narrative or expository format.

Editing/Proofreading - students were asked to correct errors or to provide missing mechanical elements from a piece

of writing (e.g. punctuation, capitalization, abbreviations, usage).

The materials presented here have been designed to assist teachers of Language Arts and English at all grade levels. However, since the Grade 12 exercises would be of little instructional value to elementary teachers and the Grade 4 materials would be of little use to secondary teachers (and in the interests of keeping the size of the package to a realistic level), the materials have been split into two packages. One package, incorporating the grades 4 and 8 materials, has been designed for teachers of grades one to eight; the other package utilizes materials from the grade 8 and 12 tests and is designed for use by secondary teachers.

The assessment was conducted at the grades 4, 8, and 12 levels. However, since many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels, the exercises have been KEYED throughout the two packages. All exercises, scales, and sample papers for the grade 4 level were keyed as "EXERCISE 1". At the Grade 8 level they were keyed "EXERCISE 2", while the Grade 12 materials were keyed "EXERCISE 3".

Please note that only a few of the hundreds of identifiable writing skills are represented here. This package does not represent a total writing curriculum, but it is a beginning.

Note also that the writing skills in this package have not been prioritized in any way. All of them are considered to be important, but there is no suggestion that they are of equal weight. The package has been organized so that the directed writing skills are presented first, followed by the narrative and expository exercises.

All teachers who use these exercises and scales are strongly encouraged to read both the Summary Report and the General Report of the 1978 Assessment of Written Expression. The Summary Report is available in each school in British Columbia and copies of the General Report are located in each School District office. Additional copies may be obtained by writing to the Learning Assessment Branch in Victoria.

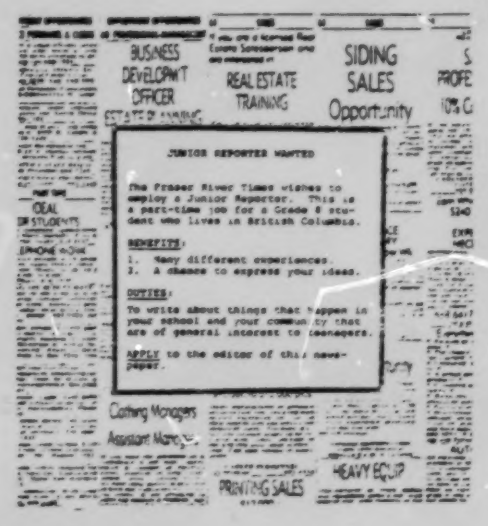
Teachers should find the materials in this package particularly timely and useful since they utilize the re-emerging assumptions that the English/Language Arts program should be based on the competencies actually required in adult life and that these skills can be specifically taught, learned, and measured.

The Test Exercises

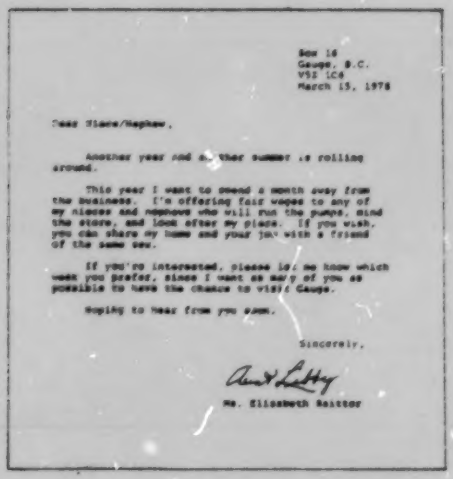
The exercises were originally developed for the 1978 Assessment of Written Expression. Most of them were written so as to relate to a theme which had been selected for each grade level.

At the Grade 4 level the theme was generally "Marty Mouse as Camp Mascot", and each exercise was introduced by some characterization of Marty Mouse.

At the Grade 8 level the theme related to an advertisement for a Junior Reporter and activities related to that position.


BUSINESS DEVELOPMT OFFICER
REAL ESTATE TRAINING
SIDING SALES Opportunity
JUNIOR REPORTER WANTED
The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.
BENEFITS:
1. Many different experiences.
2. A chance to express your ideas.
DUTIES:
To write about things that happen in your school and your community that are of general interest to teenagers.
APPLY to the editor of this newspaper.
Clothing Managers
PRINTING SALES
HEAVY EQUIP

At the Grade 12 level the theme concerned a mythical town, Gauge, B.C., Aunt Libby, and the running of a store/gas station with a friend.



Box 16
Gauge, B.C.
V5I 1C6
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your pay with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Aunt Libby

Ms. Elizabeth Baxter

These thematic contexts were used to create continuity and heighten interest for students.

In order to allow more flexible use of the exercises and other materials in this package, they have been coded as follows:

Grade 4 - Exercise 1
Grade 8 - Exercise 2
Grade 12 - Exercise 3

Within a given school or classroom situation, the test exercises could easily become overused. Use them, but also develop alternative exercises that can be used with the same scale and sample student responses. Once a teacher feels confident with the scales and the rationale behind each skill, he/she can create other thematic approaches for a whole new series of exercises. Such a theme might be a 'Star Wars' theme. Such a thematic context often creates continuity for students.

The Marking Scales

The concept of "scaling" is presented here as an alternative to the traditional practice of marking merely for grades. Teachers (and their students) require a procedure for measuring and evaluating writing which designates mastery of certain skills much more precisely than does a 'pass' or a letter grade. The marking scales in this package have been designed not only to indicate the presence of certain basic skills but also to measure the degree of each student's mastery of those skills.

The marking scales for the 1978 Assessment of Written Expression were originally developed by groups of teachers using actual student responses to pilot versions of the tests. Each marking scale consists of several clearly defined points which describe in detail the characteristics of various levels of student response.

A good scale simplifies the chores of marking to that of a "sorting" process. This sorting process means, simply, that each student paper will fall within the confines of a specific category, or scale point, according to the description of that point on the scale as devised for that specific skill. Thus, each paper will fit somewhere on the scale as a result of the stated specific and unique limits of each point on the scale. Therefore, it is highly effective as a means of marking for purposes of diagnosis and measurement of student achievement and progress.

The following are some worthwhile suggestions for using marking scales:

1. Familiarize your students with the marking scales by which their work will be evaluated. Make sets of scales and sample responses for class or group discussion.
2. It might be advisable to "block out" the Provincial Results and grade level designation when using the marking scales with the students.
3. When working with a scale or series of scales, the teacher's task becomes one of sorting student papers into piles representing levels of competency or mastery.
4. Avoid being influenced by characteristics of the writing which are not being scaled. Focus only on the skill you are scaling at the moment.
5. Teachers should feel free to revise the marking scales. You may find that there are too many--or too few--scale points. Or you may wish to alter the wording of particular scale points.
6. The 'scale-and-sort' method of measuring student competence is not limited in its application to writing skills. In fact, it adapts well to virtually all instructional situations. Design your own scales for marking speeches,

art projects, or the content of literature essays.

The Assessment Results and Interpretation Panel Judgements

Throughout these packages of materials, there is a section below each marking scale which indicates two important pieces of information: The first of these indicates the percentage of students in the provincial sample whose work was 'scaled' into each scale point category. The second piece of information is a dotted line which is the point along the scale which represents the dividing line between 'minimally acceptable' and 'unacceptable' levels of achievement, according to the collective judgement of a panel of educators and the public. This information is presented as in the example below:

PROVINCIAL RESULTS - Grade 8

Scale Point	1	2	3	4
Percent of Students	26	10	19	43

In situations in which the 'percent of students column does not add up to 100, the difference is accounted for by papers which were off the topic, blank, illegible, or incomplete.

The dotted vertical line is the Interpretation Panel's 'cut-off point' which divides those papers which were judged to be 'acceptable' from those which were judged 'unacceptable'.

In arriving at their judgements, the Interpretation Panels for each grade level used the scale point descriptions and sample student papers which are reproduced in these packages. Teachers may wish to set their standards differently or alter the 'cut-off points' which are presented here in light of their knowledge of local expectations or some other variable not considered in a provincial assessment.

The Sample Papers

Each of the sample papers presented in this package was scaled by three different teachers during the assessment marking sessions and was sorted into the same scale point on all three occasions. This high degree of

reliability should help to make these papers excellent teaching tools in the classroom as examples of the characteristics which each scale point will have.

For some scales in the Narrative/Expository section there are no sample papers for some scale points (usually the highest scale point) due to the fact that none of the papers which were graded on three occasions seemed to fit the demands of that scale point (at least, in the judgements of all three markers).

Further Suggestions for Teaching

Further suggestions for teaching and evaluating each skill have been included in each section of this package. Use these if you find them applicable; in addition, design your own alternative exercises and scales. Send your successful ideas to the Learning Assessment Branch for inclusion in subsequent editions of this project. Suggestions or inquiries should be addressed to:

Learning Assessment Branch
Ministry of Education
Parliament Buildings
Victoria, B. C.
V8V 1X4

DIRECTED WRITING SKILLS

(ELEMENTARY GRADE LEVELS)

TABLE OF CONTENTS

Introduction . . . . . DW 1

Introductory Pages from Assessment Tests . . . . . DW 2

Uses Correct Mechanics of Letter/Envelope Format . . . . . DW 5

Uses Correct Mechanics of Quotation Marks . . . . . DW 20

Follows Directions When Completing Printed Forms . . . . . DW 25

Uses Terse Telegraphic Speech Style . . . . . DW 35

Gives Simple Instructions Clearly . . . . . DW 43

Describes Human Physical Features and Details of Clothing . . . . DW 51

Describes a Setting Using Spatial Terms . . . . . DW 57

Reinforces a Specific Mood Through the Use of Supporting Statements . . . . . DW 65

Observes Details in Places and Events . . . . . DW 73

Shows Fluency in Ability to Generate Ideas and Associations . . . DW 82

Distinguishes Between Essential and Peripheral Detail . . . . . DW 88

Focuses on One Topic or Event . . . . . DW 97

Adjusts Tone to Audience . . . . . DW 105

Makes a Judgement, Supports an Opinion . . . . . DW 110

Selects Detail to Support a Viewpoint . . . . . DW 118

Summarizes a Main Idea in a Single Sentence . . . . . DW 126

Organizes Details and Ideas . . . . . DW 135

Conveys Personality Through Selected Details . . . . . DW 143

Organizes Events in a Plausible Sequence . . . . . DW 152

INTRODUCTION

The Directed Writing exercises, as developed by the assessment Contract Team, were designed to cue students to respond to a given situation in such a way that they would demonstrate their current level of competence with regard to a particular and well-defined writing skill. Levels of competence are represented by each scale point on the marking scale.

The Directed Writing materials in this package deal with nineteen distinct skills. Each "skill-section" consists of the following:

1. An introduction to the skill.
2. Exercise 1 (Grade 4).
3. Exercise 2 (Grade 8).
4. Marking scales, provincial results, and Interpretation Panel judgements.
5. Additional suggestions for teaching and evaluating the skill.

Some of the skills were tested at only one grade level provincially. There is, therefore, only one exercise provided for each of the following skills:

1. Adjusts tone to audience (Exercise 1).
2. Shows fluency in ability to generate ideas and associations (Exercise 2).
3. Describes human physical features and details of clothing (Exercise 2).
4. Uses correct mechanics of quotation marks (Exercise 1).

However, the exercise, scale, and teaching suggestions which are provided in each of these cases may prove to be useful at any grade level.

Please note that specific grade level reference has been minimized to permit more flexible use of these materials. The exercises, scales, and sample papers have been labelled as follows:

Exercise 1 - Corresponding to Grade 4

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12 (not included in this package)

As mentioned in the General Introduction, the assessment tests were designed around certain themes at each grade level, in order to stimulate interest and to elicit better writing from students. The introductory pages for Grades 4 and 8 are reproduced in full, as is the classroom poster which was used at the Grade 4 level. Teachers might find students to be more aware of the situation regarding the individual exercises if they are introduced to the themes prior to the use of the exercises. Teachers might consider designing exercises for their classes around current or local interests.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

INTRODUCTION TO GRADE 4 EXERCISES ON DIRECTED WRITING

Hi everybody!

Welcome to Camp Elmwood. We hope you will have lots of fun at outdoor school. On the following page you will find a form we would like you to fill in, so that we can learn something about <u>you</u> before you start your camp activities.

Your camp mascot,

Marty Mouse

INTRODUCTION TO GRADE 4 EXERCISES ON DIRECTED WRITING

This form is to tell me all about you.

I want you to fill in the form.

CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: _____

Age: _____ Sex: _____

Mother's or Father's Name: _____

Home Address: _____

_____

_____

Phone Number: _____

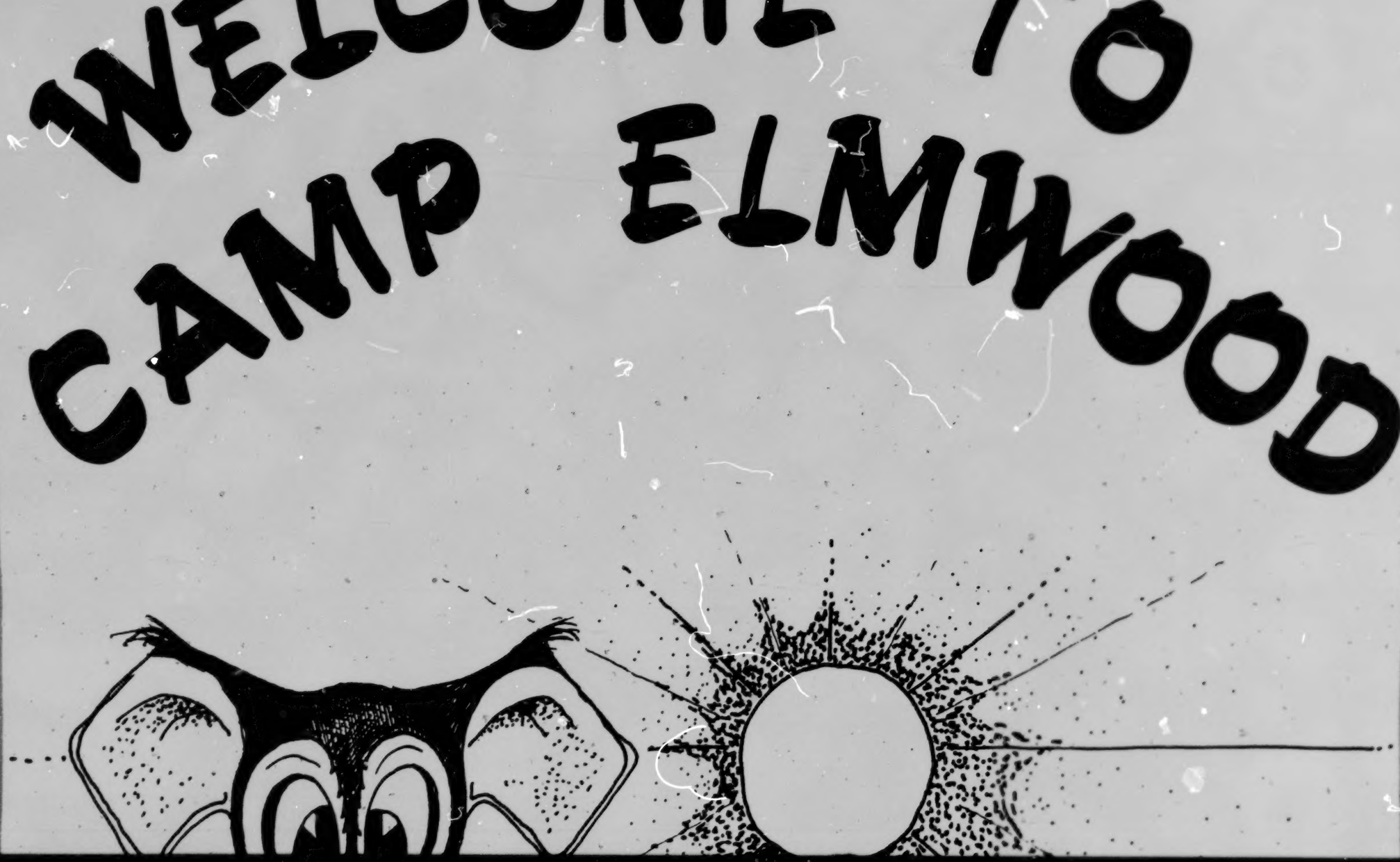
List three things you would like to do at camp:

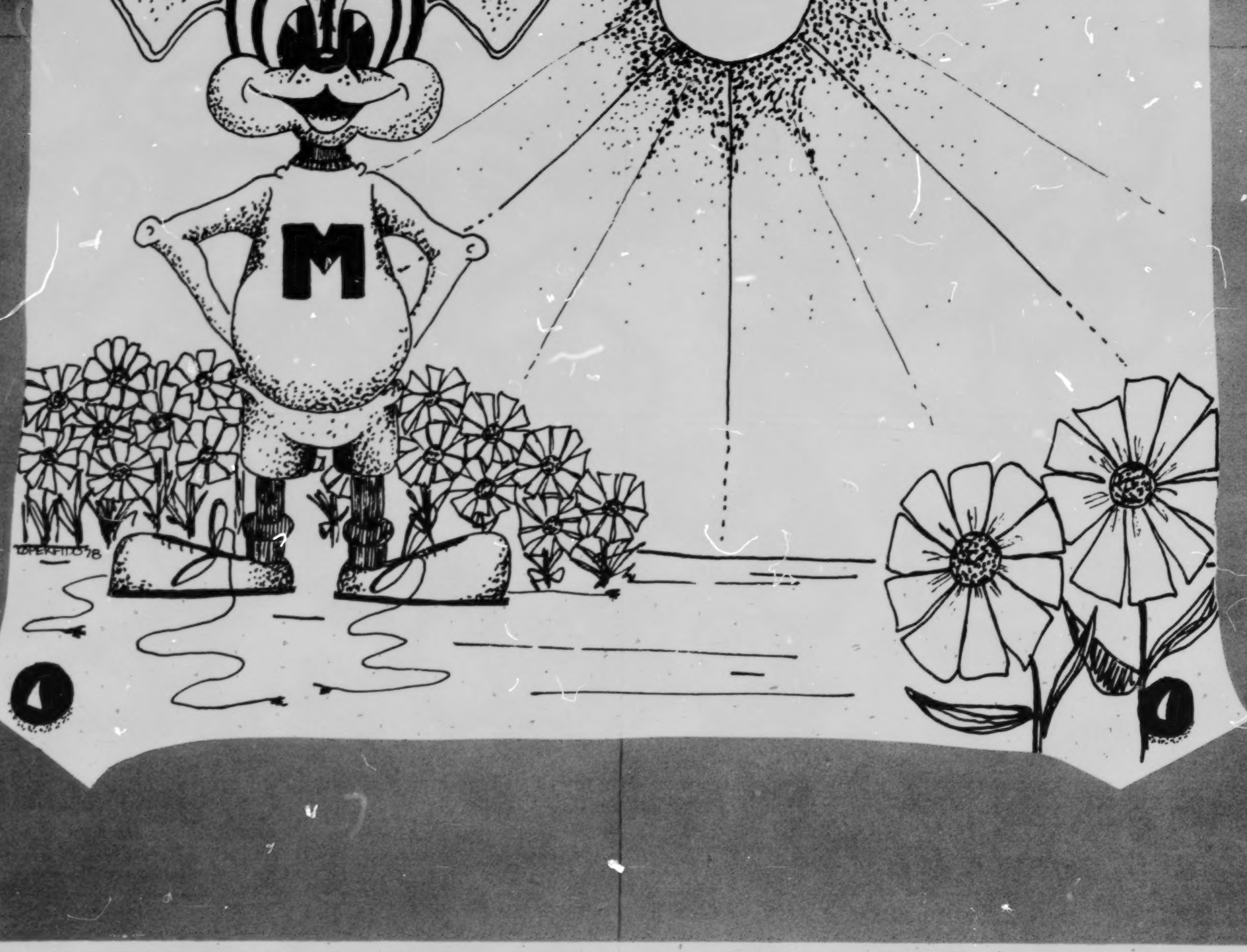
_____

_____

_____

WELCOME TO CAMP ELMWOOD

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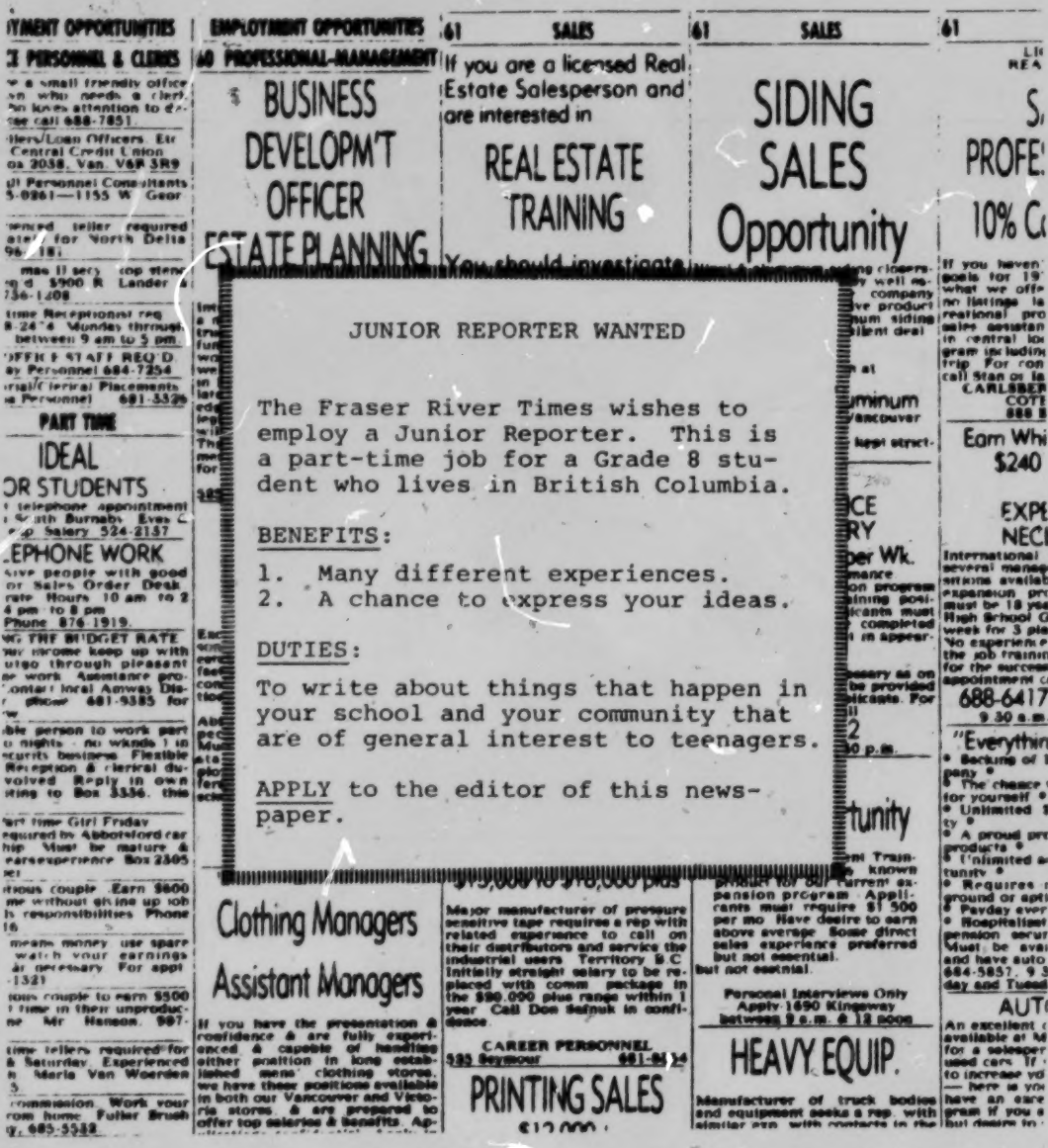
INTRODUCTION TO GRADE 8 EXERCISES ON DIRECTED WRITING

When this ad appeared in your local weekly newspaper you applied for the job - and got it. Congratulations! Turn the page to find out what you have to do.

Employment Opportunities



JUNIOR REPORTER WANTED

The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.

BENEFITS:

1. Many different experiences.
2. A chance to express your ideas.

DUTIES:

To write about things that happen in your school and your community that are of general interest to teenagers.

APPLY to the editor of this newspaper.

(Elementary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

SKILL: USES CORRECT MECHANICS OF LETTER/ENVELOPE FORMAT

The writing of letters and addressing of envelopes are naturally closely related skills.

Students should be aware that there is a correct format.

For Grades 1 - 5 this skill is practical to teach after Christmas or some such special event which prompts Thank-you letters.

For Grades 6 - 8 the skill might be worked with in conjunction with any special event requiring an invitation.

NOTE: The CONTENT of the letter is not relevant to the points of these scales.

These skills are referred to as SKILL 1 in the Assessment of Written Expression reports.

This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

Note - Revision of scale recommendation: The Grade 4 scale requires only 2 out of 5 units of correctly placed information for top scale points. Creating a 4 point scale by combining points 1 & 2 as the first point and proceeding from there as the scale suggests would make the scale more usable.

Basis of the scale: (a) number of units of information complete and correct: (1) camp name and address, (2) date, (3) salutation, (4) name of person who is to receive the letter, and (5) appropriate closing; (b) correct placement of information on the page.

Scale Point 1: Does not have any correct units of appropriate information.

Scale Point 2: One or more appropriate information units are present but NONE of them are correctly placed.

Scale Point 3: One unit of information correctly placed.

Scale Point 4: Two units of information correctly placed.

Scale Point 5: More than two units of information correctly placed.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4	5
Percent of Students	5	19	15	12	39

*

*Interpretation Panel cut-off point.

SCALE POINT 1

This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

[redacted]
450 Elmwood Ave
Saltwood BC

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

SCALE POINT 2

This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

Welcome to camp Elmwood

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow. Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

SCALE POINT 3

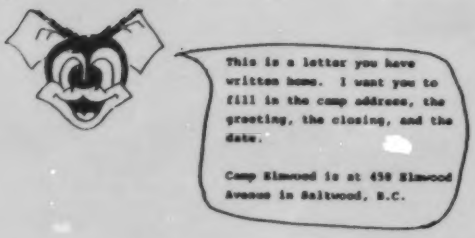
This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

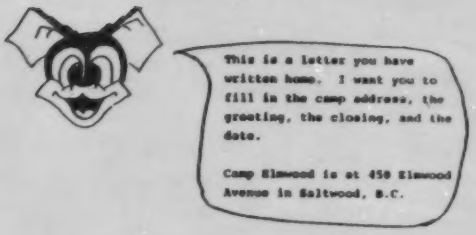
Saltwood BC
450 Elmwood Avenue
April 12 1978

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

SCALE POINT 4


This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.
Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

SCALE POINT 5


This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.
Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

An Invitation

Your class is planning a Spring Party in the gymnasium next Friday afternoon, from three until five.

The class has asked you to write a letter inviting last year's teacher, Mr. Fraser, to come to the party. He lives in Goldville, British Columbia, at 289 Brooks Street. His apartment number is 302, and his postal code is V6J 4R2. You are writing from your home address.

ASSIGNMENT

Write a short letter of invitation to Mr. Fraser. Be sure to include your return address, necessary headings and closing. An envelope for you to address is on the following page.

Basis of the scale: Frequency of major and minor errors.

Major errors: (1) omission of any of the four required elements: date, return address, opening, closing (2) ordering of information in address/date block.

Minor errors: (1) spacing/alignment (2) inclusion of unnecessary information (for example, 'From' or sender's name in address/date block) (3) punctuation in address/date, opening or closing (4) capitalization in address/date, opening or closing.

NOTE: Count each omission of a required element as a major error, each punctuation error as one minor error, etc.

Scale Point 1: Two major errors or more than four minor errors.

Scale Point 2: One major error and no more than four minor errors.

Scale Point 3: No major errors. No more than four minor errors.

Scale Point 4: No major errors. No more than one minor error.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	53	33	7	4
		*	*	

*The Interpretation Panel did not reach consensus to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement for this grade level.

SCALE POINT 1

Dear Mr Fraser

We are having a party next Friday and I would really like you to come. The address is for where you can reach me is 439 E. Keith write to tell if you could make it or not

Thank you

Wendy

SCALE POINT 2

9387B 56 Ave
Surrey, BC
Canada
V3W 1M4

Dear Mr. Fraser,

We cordially invite you to come and attend our spring party, ~~etc~~.

It is next Friday afternoon, ~~at~~ in the afternoon from three until late.

Hope to see you there,

Yours truly,

Sharon

SCALE POINT 3

[illegible]
Agassiz, B.C. [illegible],
April 12, 1978.

Dear Sir;

You are invited to a spring party in the gymnasium Friday. We would sure like you to come for the grade eight class thought of the idea.

P.S.
Don't bring anything

Yours truly
Yours

SCALE POINT 4

4438 Terrace Ave.
North Vancouver, B.C.
V7R 1B5
April 10, 1979

Dear Mr Fraser

Our grade eight class is having a Spring Party next Friday afternoon. We are hoping that you will be able to attend. The party will start at 3:00 pm and will end at 6:00 pm. Please notify us by Thursday whether you will come or not.

Yours truly,

Linda

This is the envelope for your letter about the cabin.

I want you to address the envelope to your mother or father, or someone in the family.

Camp Elmwood,
British Columbia,
V9K 7L2

Basis of the scale: Inclusion of information necessary for delivery (1) name, (2) street address (3) community, and (4) province. Urban addresses require all four, rural addresses may omit the street address. Generally, capitalization, punctuation, irrelevant additions and postal code were not considered.

Scale Point 1: Two or more essential pieces of information missing.

Scale Point 2: One piece of essential information missing.

Scale Point 3: All essential information given but one or more errors in position (must be centered on the envelope) or sequence.

Scale Point 4: All essential information correctly presented.

PROVINCIAL RESULTS (Grade 4)

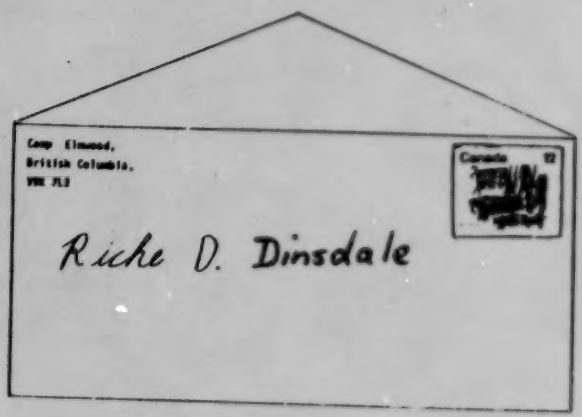
Scale Points	1	2	3	4
Percent of Students	24	13	19	40

*

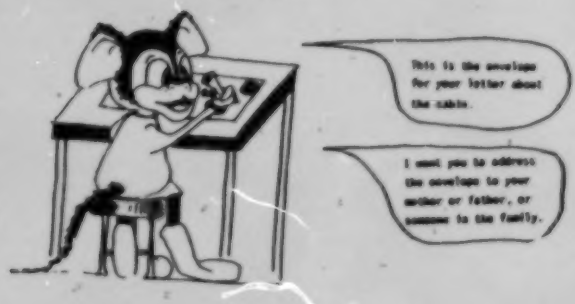
*Interpretation Panel cut-off point.

SCALE POINT 1

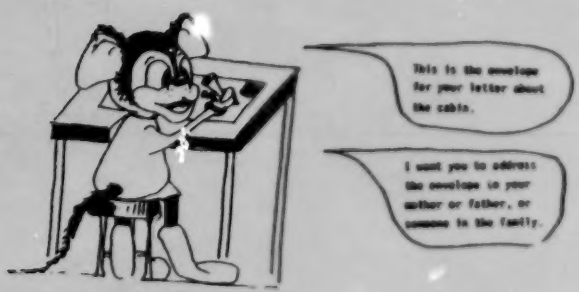
This is the envelope for your letter about the cabin.
I want you to address the envelope to your mother or father, or someone in the family.

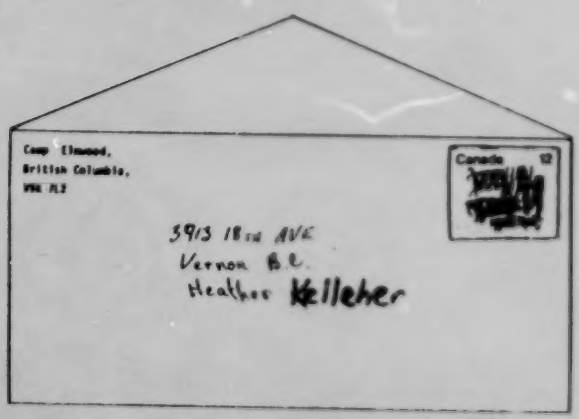


SCALE POINT 2

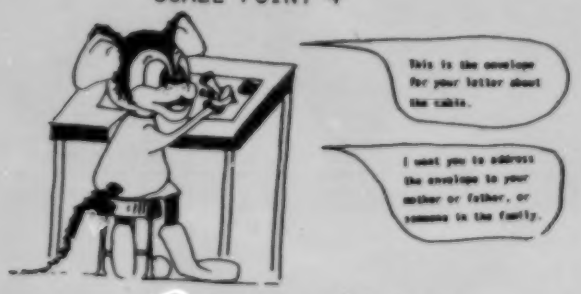

This is the envelope for your letter about the cabin.
I want you to address the envelope to your mother or father, or someone in the family.

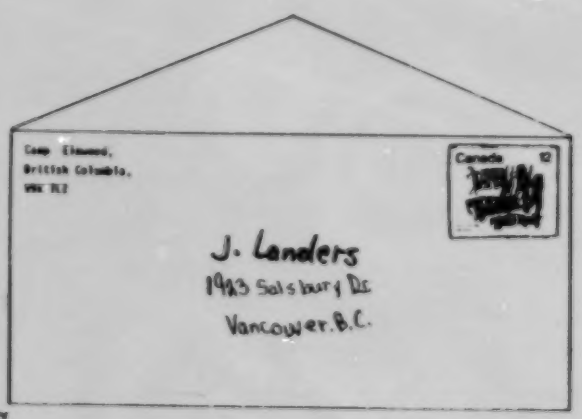
SCALE POINT 3


This is the envelope for your letter about the cabin.
I want you to address the envelope to your mother or father, or someone in the family.

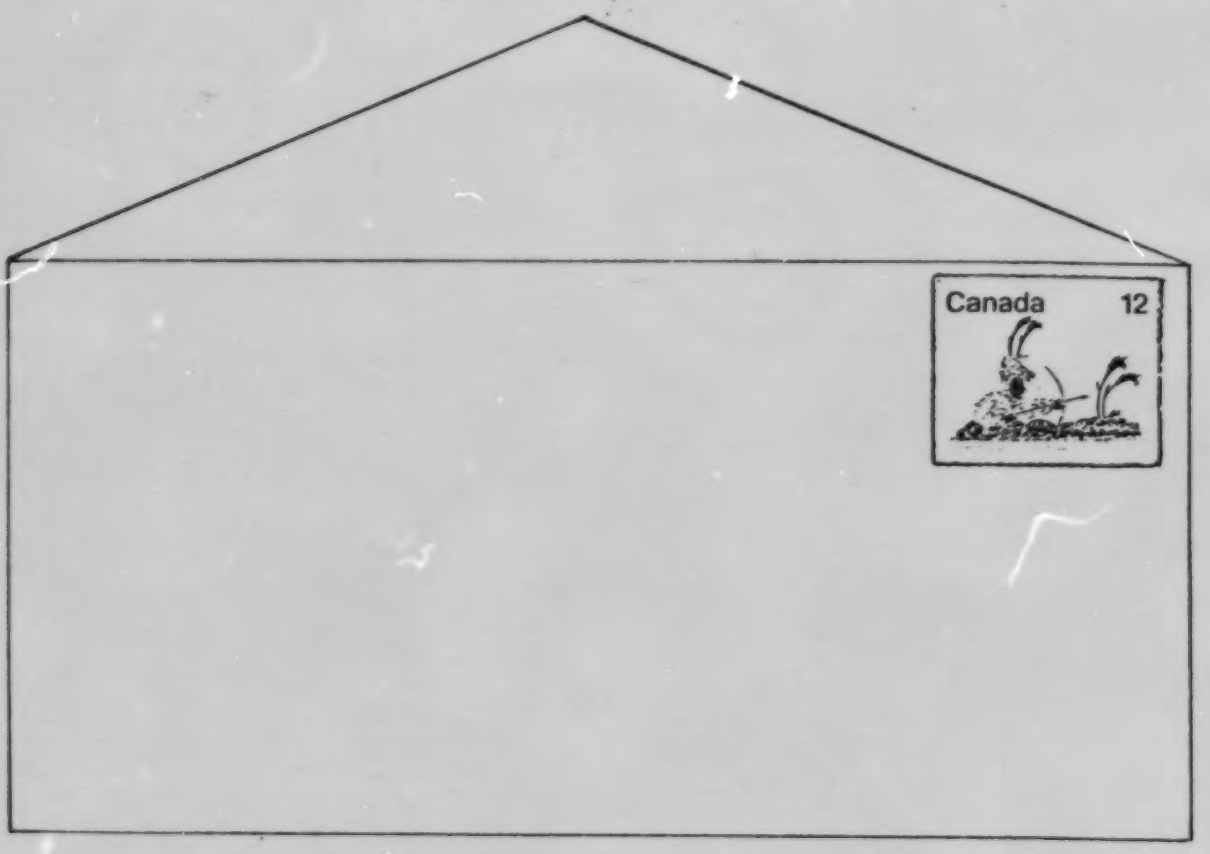


SCALE POINT 4


This is the envelope for your letter about the cabin.
I want you to address the envelope to your mother or father, or someone in the family.



Mr. Fraser lives in Goldville, British Columbia, at 289 Brooks Street. His apartment number is 302, and his postal code is V6J 4R2. You are writing from your home address. Here is the envelope for you to address to Mr. Fraser.



Basis of the scale:

Major errors: Serious omission in either address or return address.

Minor errors: Inconsistent alignment; improper placement on the envelope; inconsistent punctuation; items out of order.

Scale Point 1: One or more major errors.

Scale Point 2: Two or more minor errors. No major errors.

Scale Point 3: One minor error. No major errors.

Scale Point 4: No errors.

PROVINCIAL RESULTS (Grade 8)

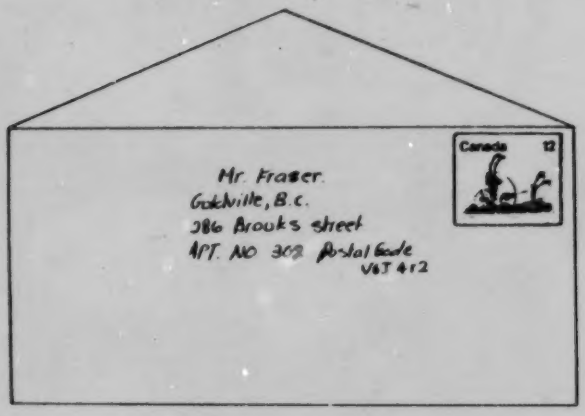
Scale Points	1	2	3	4
Percent of Students	48	37	10	2

* *

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Acceptable level of achievement for this grade level.

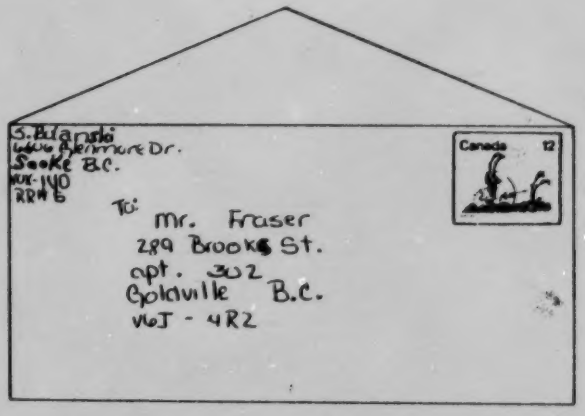
SCALE POINT 1

Here is the envelope for you to address to Mr. Fraser.



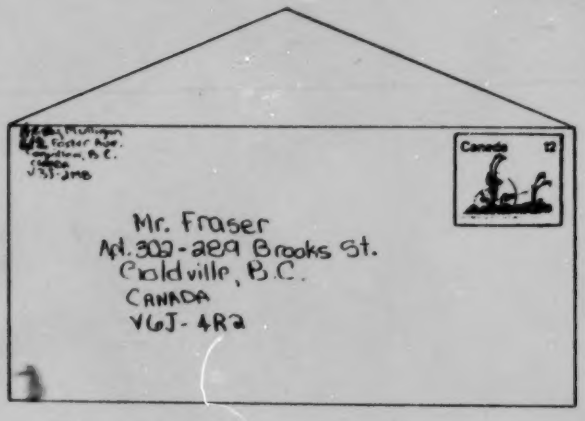
SCALE POINT 2

Here is the envelope for you to address to Mr. Fraser.



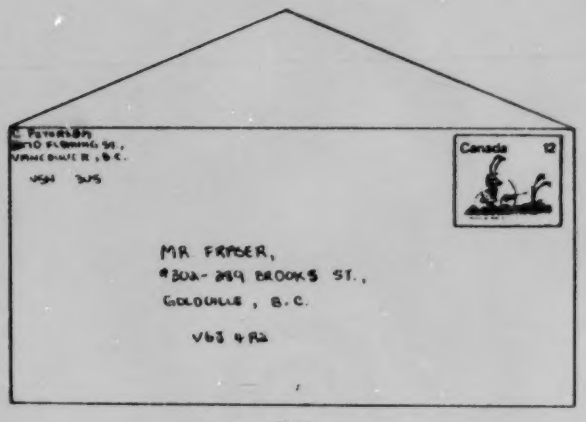
SCALE POINT 3

Here is the envelope for you to address to Mr. Fraser.



SCALE POINT 4

Here is the envelope for you to address to Mr. Fraser.



SUGGESTIONS FOR TEACHING:

(1) Grades 1 - 2: The teacher supplies students with a printed letter with space and lines for them to place the salutation and closing. All other information i.e. date, return address and body are supplied. A simple topic such as a "thank-you" letter is appropriate.

(2) Grades 3 - 5: Use exercise 1 and its scale.

(3) Grades 3 - 6: A good lead up exercise would be to have the students arrange all given information in a correct order from a scrambled page. Any letter body may be used as a basis for these exercises.

(4) Grades 6 - 8: Use Exercise 2 and scale.

SKILL: USES CORRECT MECHANICS OF QUOTATION MARKS

This skill was assessed at the Grade 4 level only. However, it is necessary at any grade level for students to note that words written exactly as they were spoken by a character must be enclosed by quotation marks.

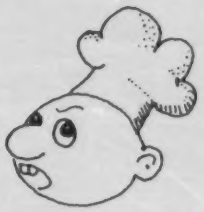
This skill is referred to as SKILL 2 in the Assessment of Written Expression reports.

Here's what we said, but the punctuation marks have been forgotten.
M
I want you to read this page carefully and put in all the punctuation marks. You may need to use , . ?! " "

Help help

What's the matter Cook

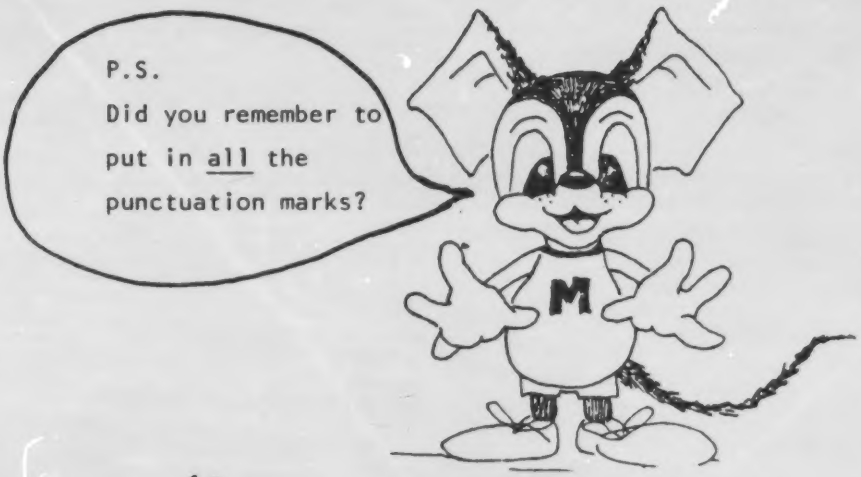
A bear came to my kitchen and stole all the syrup



Then Cook asked What shall we do

We'll have to eat honey instead I replied

I hope that bear comes to a sticky end said Cook



Basis of the scale: (1) physical form of the quotation marks is not considered - either single or double marks are acceptable (2) the quotation must be enclosed (3) relationship of the quotation marks to other punctuation is not considered (for example, the quotation mark may precede an excalmation or question mark).

Scale Point 1: No quotation marks correctly used.

Scale Point 2: One or two quotations correctly enclosed by quotation marks.

Scale Point 3: Three or four quotations correctly marked.

Scale Point 4: Five or six quotations correctly marked.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	26	24	23	26

*

NOTE: There has been no grade 8 marking scale developed for this skill. It is suggested that this scale be used judiciously at grades 5 - 8 or that more appropriate exercises and scales be developed by the teacher.

*Interpretation Panel cut-off point.

SCALE POINT 1

Here's what we said, but the punctuation marks have been forgotten.
I want you to read this page carefully and put in all the punctuation marks. You may need to use , . ? ! " ')
Help! help!
What's the matter Cook?
A bear came to my kitchen and stole all the syrup!
Then Cook asked, What shall we do?
We'll have to eat honey instead," I replied"
"I hope that bear comes to a sticky end said Cook"
P.S. Did you remember to put in all the punctuation marks?

SCALE POINT 2

Here's what we said, but the punctuation marks have been forgotten.
I want you to read this page carefully and put in all the punctuation marks. You may need to use , . ? ! " ')
Help , help
What's the matter Cook ?
A bear came to my kitchen and stole all the syrup !
Then Cook asked "What shall we do"
We'll have to eat honey instead I replied.
"I hope that bear comes to a sticky end said Cook"
P.S. Did you remember to put in all the punctuation marks?

SCALE POINT 3

Here's what we said, but the punctuation marks have been forgotten.
I want you to read this page carefully and put in all the punctuation marks. You may need to use , . ? ! " ')
"Help help" !
"What's the matter Cook"
A bear came to my kitchen and stole all the syrup"
Then Cook asked What shall we do
"We'll have to eat honey instead" I replied
"I hope that bear comes to a sticky end said Cook".
P.S. Did you remember to put in all the punctuation marks?

SCALE POINT 4

Here's what we said, but the punctuation marks have been forgotten.
I want you to read this page carefully and put in all the punctuation marks. You may need to use , . ? ! " ')
"Help help!"
"What's the matter Cook ?"
"A bear came to my kitchen and stole all the syrup."
Then Cook asked : "What shall we do?"
"We'll have to eat honey instead," I replied.
"I hope that bear comes to a stick end," said Cook .
P.S. Did you remember to put in all the punctuation marks?

SUGGESTIONS FOR TEACHING:

(1) Grades 1 - 4: Oral lesson - students, in turn, speak to the teacher. She writes their statements directly onto the board without discussing the object of the lesson. She encloses their remarks with quotation marks and adds the name of the speaker. After 6 - 8 such statements she asks, "What am I doing?" Students supply reasons for using quotation marks.

(2) Grades 2 - 4: Teacher can draw simple cartoons on a poster board. Students complete as per suggestion #3.

(3) Grades 5 - 8: Take simple comic stories and transfer the words from bubbles to properly enclosed quotation sentences.

i.e.

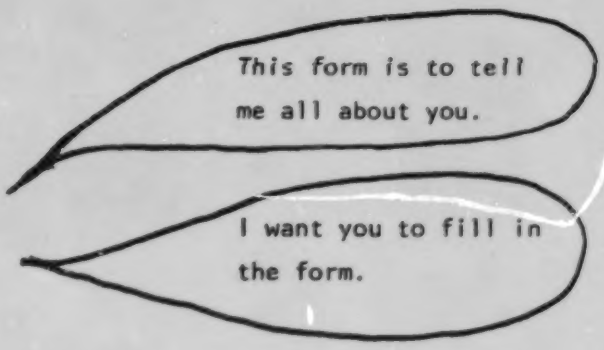
"Oh, no!" said Herman.

SKILL: FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

"Form Filling" has become an essential exercise of daily life in our society.

Unfortunately many students are not aware of the fact that forms must be competely filled out to the specifications of each form to be acceptable.

This skill is referred to as SKILL 4 in the Assessment of Written Expression reports.



CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: _____

Age: _____ Sex: _____

Mother's or Father's Name: _____

Home Address: _____

_____

_____

Phone Number: _____

List three things you would like to do at camp:

_____

_____

_____

Basis of the scale: *No penalties for spelling or punctuation errors.* No extra points awarded for information not included in the following list. One point credited for each of:

first name
family name
age
sex
either or both parents' names
house number or box number or R.R. No.
Street name or box number or R.R. No.
City or town
province
Canada or postal code
phone number or indication of not owning a phone
first thing to do at camp
second thing to do at camp
third thing to do at camp
printing (not writing) form

Scale Point 1: Five or fewer points indicated on list.

Scale Point 2: Received between six and ten points.

Scale Point 3: Received eleven or twelve points.

Scale Point 4: Received thirteen or more points.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	1	9	38	52

*Interpretation Panel cut-off point.

SKILL: FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

EXERCISE 1: FORM

SCALE POINT 1

CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: _____

Age: 11 Sex: mak.

Mother's or Father's Name: _____

Home Address: _____

_____

_____

Phone Number: _____

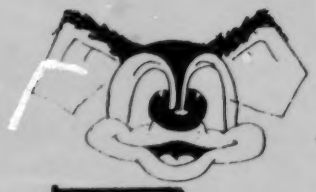
List three things you would like to do at camp:

Swim

canoe

sit by a fire

SCALE POINT 2



CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: Lee Wong

Age: 10 Sex: Box

Mother's or Father's Name: gwonne Wong

Home Address: Goose Creek

_____

_____

Phone Number: _____

List three things you would like to do at camp:

Swim, hike, bike ride

_____

_____

SCALE POINT 3

CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: Dally Hogan

Age: 10 Sex: female

Mother's or Father's Name: Phillis Hogan

Home Address: RR#2 old summit

Lake Road.

Saanich

Phone Number: 962-4092

List three things you would like to do at camp:

learn how to swim.

How to cook.

I would like to take pictures

SCALE POINT 4

CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: Paul Logan

Age: 10 Sex: Boy

Mother's or Father's Name: Alex Logan

Home Address: Ferndale St 20921

V5L 1V1

_____

Phone Number: 254-8298

List three things you would like to do at camp:

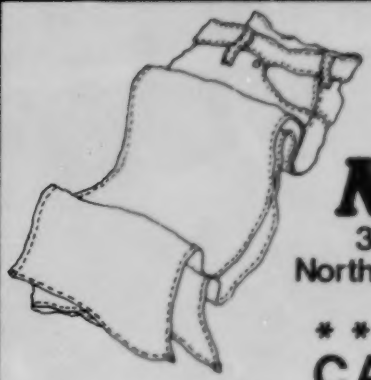
Play baseball

Go hiking through the woods

Go swimming in the lake if there is one.

You ripped your favourite jeans in the accident on the railway tracks. With your first pay cheque you write to order a new pair of jeans from The Jean Machine. Their advertisement is below.

ASSIGNMENT: Using the information in the advertisement complete the order from. You may use an imaginary name and address if you wish.



THE JEAN MACHINE

3557 Lonsdale Avenue,
North Vancouver, B.C. V7J 2V3

* * * * * * * * * * * * * * * *

CASUAL JEANS

* * * * * * * * * * * * * * * *

* STYLED WITH:

front scoop pockets
back patch pockets
watch pocket

* Machine wash-dry
* Rugged
* Shrink-resistant
* Cotton polyester

* COLOURS:

(54) Beige
(88) Navy
(74) Brown

ORDER No. 403-032-147-sizes 8,10,12 only $13.99
403-032-146-sizes 14,16,18 only $19.99

- O R D E R F O R M -

THE JEAN MACHINE

3557 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT):

_____

Last Name First Name Middle Initial

2. Full mailing address (please PRINT):

_____

_____

_____

3. Telephone No. _____

4. Goods Wanted: _____ Order No. _____

5. Size: _____ Colour No. _____ Price: _____

To receive your free birthday gift, state:

6. Your Age: _____ Date of Birth: _____

Year Month Day

The scale for Exercise 2 has incorporated punctuation, spelling and capitalization as necessary to the completion of a printed form. It is recommended that point 4 read "All elements entered" and point 5 be omitted in order to more accurately assess this particular skill.

Basis of the scale: Necessary information included and properly entered.

Points to count

name
correct address (not address of 'Jean Machine' or omitted)
address correctly entered (not all on one line)
telephone number
goods wanted
order number
colour number
size and price (must agree with size)
age and date of birth (should agree)
printing

Scale Point 1: Three or fewer of the above list satisfactory.

Scale Point 2: Four or five of the above list satisfactory.

Scale Point 3: Six or seven of the above list satisfactory.

Scale Point 4: All elements entered but contains some minor errors such as punctuation, capitalization or spelling.

Scale Point 5: Flawless.

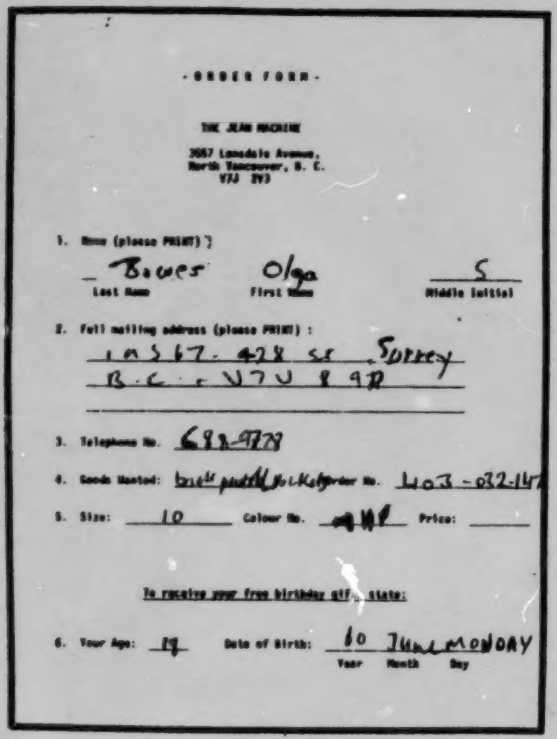
PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	2	11	38	47	1

*

*Interpretation Panel cut-off point.

SCALE POINT 1



- ORDER FORM -

THE JEAN MACHINE
3567 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT):
Bowes (Last Name) Olga (First Name) S (Middle Initial)

2. Full mailing address (please PRINT):
10567 - 128 St. Surrey
B.C. V7V 8 9R

3. Telephone No. 582-9778

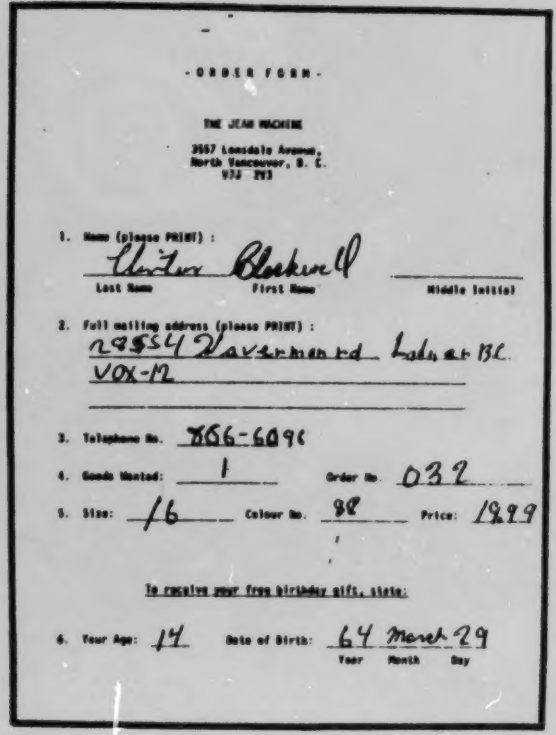
4. Goods Wanted: brief pantie Order No. 403-032-147

5. Size: 10 Colour No. [illegible] Price: _____

To receive your free birthday gift, state:

6. Your Age: 14 Date of Birth: 10 June MONDAY
(Year) (Month) (Day)

SCALE POINT 2



- ORDER FORM -

THE JEAN MACHINE
3567 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT):
Charlene Blackwell
(Last Name) (First Name) (Middle Initial)

2. Full mailing address (please PRINT):
29854 Vavernment Rd Lake at BC
V0X-1Z

3. Telephone No. 766-6096

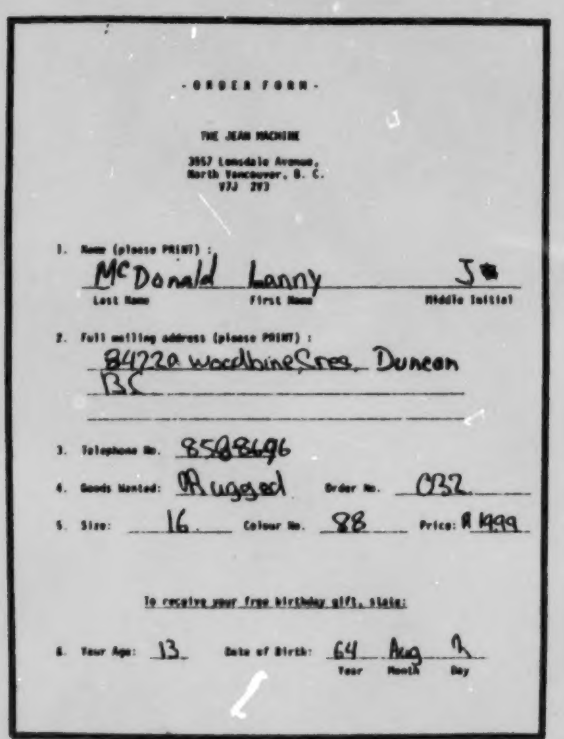
4. Goods Wanted: 1 Order No. 032

5. Size: 16 Colour No. 88 Price: 19.99

To receive your free birthday gift, state:

6. Your Age: 14 Date of Birth: 64 March 29
(Year) (Month) (Day)

SCALE POINT 3



- ORDER FORM -

THE JEAN MACHINE
3567 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT):
McDonald Lanny J
(Last Name) (First Name) (Middle Initial)

2. Full mailing address (please PRINT):
B4720 woodbine Cres. Duncan
BC

3. Telephone No. 8588696

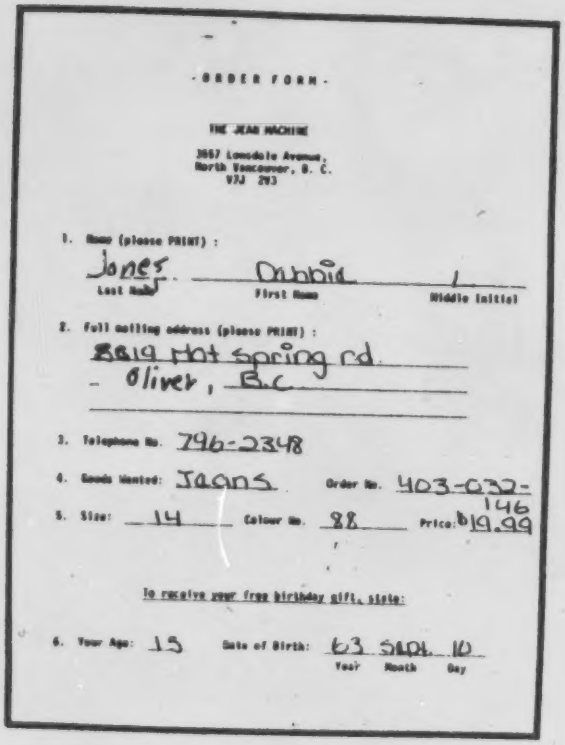
4. Goods Wanted: Rugged Order No. 032

5. Size: 16 Colour No. 88 Price: $ 19.99

To receive your free birthday gift, state:

6. Your Age: 13 Date of Birth: 64 Aug 9
(Year) (Month) (Day)

SCALE POINT 4



- ORDER FORM -

THE JEAN MACHINE
3867 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT):
Jones (Last Name) Debbie (First Name) J (Middle Initial)

2. Full mailing address (please PRINT):
5819 Hot Spring rd.
Oliver, B.C

3. Telephone No. 796-2348

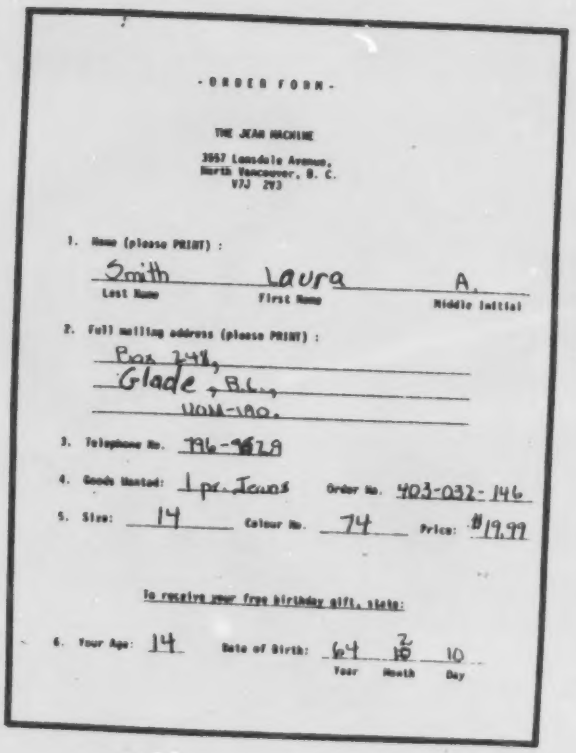
4. Goods Wanted: Jeans Order No. 403-032-146

5. Size: 14 Colour No. 88 Price: $19.99

To receive your free birthday gift, state:

6. Your Age: 15 Date of Birth: 63 Sept. 10
Year Month Day

SCALE POINT 5



- ORDER FORM -

THE JEAN MACHINE
3867 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT):
Smith (Last Name) Laura (First Name) A. (Middle Initial)

2. Full mailing address (please PRINT):
Box 348,
Glade, B.C.,
V0M-1P0.

3. Telephone No. 796-9829

4. Goods Wanted: 1 pr. Jeans Order No. 403-032-146

5. Size: 14 Colour No. 74 Price: $19.99

To receive your free birthday gift, state:

6. Your Age: 14 Date of Birth: 64 10 10
Year Month Day

SUGGESTIONS FOR TEACHING:

The teacher might develop forms to show:

Grades 1 and 2: name, age and town.

Grade 3: name, age and full address.

Grades 4 and 5: as scaled.

Grades 6 to 8: use Grade 8 scale as is.

Additional teaching suggestions: Devise forms of the following types:

(1) ordering Hot Dogs

(2) favorite food forms

(3) favorite color forms

(4) personality questionnaires

(5) contest forms

(6) book report forms

(7) joining-a-club forms

(8) simplified job application forms

(9) ficticious form on a character from a novel

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

The skill of using appropriate speech, in a concise manner, varies little from grade to grade.

The number of ideas the student must refer to in a concise manner, however, is increased with each grade level.

The directions to Exercise 2 could be improved with discussion of "helpful" information regarding the selling of an item ("uses oil" does not 'help' sell a car).

This skill is referred to as SKILL 8 in the Assessment of Written Expression reports.

Basis of the scale: From most verbose to terse measured by number of clauses and phrases. Terse clauses - short and to the point. Verbose - rebundant expression; distracting modifiers (for example, 'cute bear'); modifiers which are not powerful ('brown bear'); too many adjectives for one noun.

Scale Point 1: Poster does not deal with the topic of danger.

Scale Point 2: One or more verbose clauses alone or in addition to terse clause(s).

Scale Point 3: One terse clause plus one phrase OR more than two terse clauses. (NOTE: in all categories, single words of warning such as 'beware', 'warning', 'caution', 'danger', 'bears' were accepted as part of the clause and not counted as a separate clause even when punctuated as a separate sentence. For example, 'Warning. Bears are dangerous' is counted as one clause.

Scale Point 4: Two terse clauses with no phrases.

Scale Point 5: One terse clause, no phrases.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4	5
Percent of Students	4	34	19	21	21

*

*Interpretation Panel cut-off point.

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

EXERCISE 1: POSTER DW 37

SCALE POINT 1

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Put a lock on your door close the windows and stay calm

SCALE POINT 2

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Be aware of Bears they are very dangerous at this time of the year

SCALE POINT 3

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Don't go in our forest! They could be Dangerous Dangerous!

SCALE POINT 4

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

SCALE POINT 5

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Car for Sale

The first writing you do for the newspaper is an advertisement for your sister's car. She has gone to nursing school and says if you can sell her 1965 Datsun you can keep all the money you get over $200.00. It's a small sports model with a stick-shift and a new paint-job: orange with a white racing stripe. The four-cylinder engine uses a lot of oil, but it still gets 30 miles (50km) to each gallon of gasoline.

Under the paint, the body is rusting away and the clutch is worn. However, the upholstery is good and the radio works well. There are new snow tires on the back but the front tires need replacing. There is only one crack in the windshield and it's on the passenger side.

ASSIGNMENT: Write a Car for Sale advertisement. Do not lie, but include as many details as you think will help sell the car. You can use no more than 35 words so choose your words carefully.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Basis of the scale: Within 35 word limit. Number of extraneous words (not informative or persuasive - e.g. an, the, this, and).

Scale Point 1: Exceeds 35 word limit.

Scale Point 2: Includes more than six unnecessary words.

Scale Point 3: Includes four to six unnecessary words.

Scale Point 4: No more than three unnecessary words.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	9	47	24	17

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Write a rough draft here:

Car For Sale
65 Datsun, good condition. 4-cylinder engine, good gas milage. New paint, racing stripes, Radio, works well, upholstery is good. New tries in back, front wordon But use able. crack in one window passenger side. 250. or best offer, call 761-2345.

Write your finished advertisement here - one word in each space. Maximum 30 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

Car For Sale				
65	Datsun,	good	condition	4-cylinder
engine	stick-	shift	Sport	model
30 miles	to	the	gallon	new,
paint	racing	stripes	Radio,	works
well,	Upholstery	is good.	New	tries in
back,	front	Wordon,	But	use able
Crack	In one	window	passenger	side.

SCALE POINT 2

Write a rough draft here:

Car for Sale

for sale, a 1965 Datsun, like new. New paint job and stick-shift. four cylinder engine and gets 30 miles to the gallon. the upholstery is new and has a good radio. But there is a [redacted] crack in the windshield, but is very small.

Write your finished advertisement here - one word in each space. Maximum 30 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

Car For Sale				
1965	Datsun,	like	new.	New
paint	and	has	stick	shift.
four	cylinder	engine	and	gets
30	miles	to	the	gallon.
The	upholstery	is	new	and
the	radio	works	good.	Taking
offers				

SCALE POINT 3

Write a rough draft here:

1965 DATSUN

'65 Datsun pretty good condition, Stick-shift, New orange paint job with white race stripes four cylinder engine needs work, But gets 30 miles to gallon. looking for $200

Write your finished advertisement here - one word in each space. Maximum 30 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

1965 DATSUN				
'65	Datsun	pretty	good	condition
Stick-	shift.	New	orange	paint
job	with	white	race	stripes.
Four	cylinder	engine	needs	work.
But	gets	30	miles	to
gallon.	looking	for	two	hundred.

SCALE POINT 4

Write a rough draft here: 1965 Datsun, four cylinder engine, small sports Model with stick shift, new paint job. 50 km to a gallon. ~~the body fusing very~~ new snow tires ~~on~~ on the back, crack on passenger side, generally good condition. Asking $2000

Write your finished advertisement here - one word in each space. Maximum 30 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

1965	Datsun	sports	model	four
Cylinder	engine	new	paint	job
50	km	to	a	gallon
new	snow	tires	generally	good
condition	Asking	2000.00.		

SUGGESTIONS FOR TEACHING:

(1) Poster contests.

(2) Summer safety warnings.

(3) Telegraph messages to a country studied in Social Studies.

(4) Bulletin Board captions.

(5) Newspaper headlines.

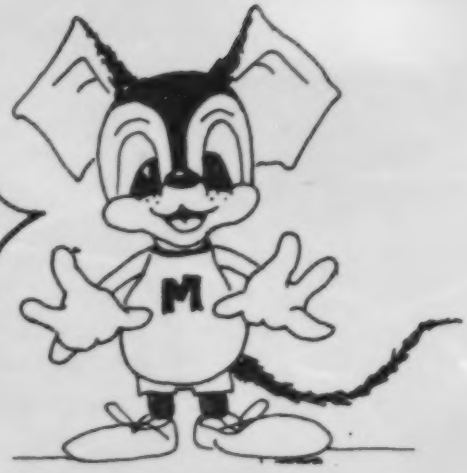
SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

At all levels, oral discussion and "lead up" activities are imperative to succesful mastery of this skill.

Due to implicit correct sequence in Exercise 2, it is recommended that prior to introducing Exercise 2 the teacher allow each class member to operate a record player similar to that shown in the diagram.

This skill is referred to as SKILL 10 in the Assessment of Written Expression reports.

We're having a contest to see who can make a crazy sandwich. Look at the pictures and circle four things you would put between your slices of bread.



Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Clarification: Scale point 2 specifies the use of put, get and vague verbs only. Scale point 3 includes specific directed verbs and may also employ vague verbs.

Basis of the scale: Use of specific directive verbs and modifiers.

Scale Point 1: Merely lists all or some of the ingredients or the sequence in which they are to be used: no actual directions.

Scale Point 2: Gives directions for making sandwich using simple non-specific (vague) verbs such as, 'put', 'get'.

Scale Point 3: Gives directions using specific directive verbs such as 'beat', 'mix', 'smash', and 'knead'.

Scale Point 4: Gives directions including adverbs and/or adverbial phrases to modify specific directive verbs. (For example, 'spread carefully').

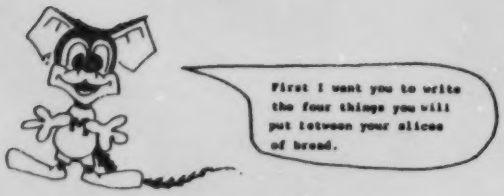
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	16	48	26	8

*

*Interpretation Panel cut-off point.

SCALE POINT 1

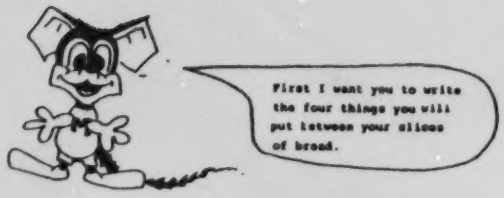


1. egg 2. ketchup
3. mushroom 4. corn flakes

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

First I would put ketchup then the corn flakes, egg and then I would put the mushroom

SCALE POINT 2

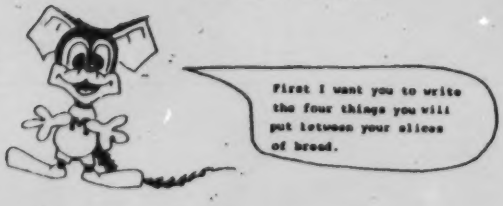


1. Chocolate 2. egg
3. grapes 4. Honey

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

First I would get an egg, honey, Chocolate and grapes two slices of bread and put the Chocolate on the egg on top of it and the honey on top of it and the grapes on top of it and bread on it.

SCALE POINT 3

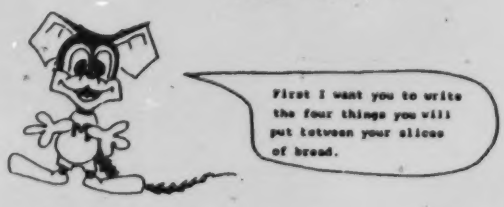


1. Mushroom 2. Grapes
3. Honey 4. Chocklate

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Put the honey on the bread then mush the Grapes and put them on the bread then melt the chocklate and put it on then put the mushrooms over it.

SCALE POINT 4



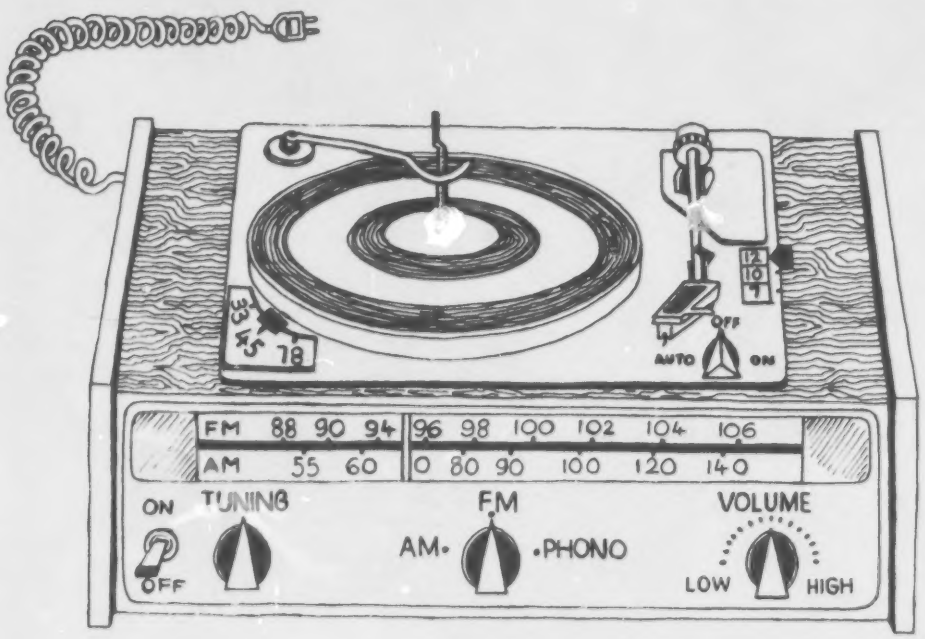
1. chocolate 2. cheerios
3. ~~grapes~~ ketchup ice cream

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Take a slice of mushroom and bread. Cover it with a gallon of ketchup. Melt the chocolate and pour it over the ketchup. Mash the cheerios. Mix them with the ice cream. Spoon the ice cream over the chocolate. Put the other slice on top. Eat it!

USING A RECORD PLAYER

Because you have to work after school, you can't be at your class' Spring Party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records, 33 r.p.m. for 12" records.



ASSIGNMENT: Write a set if instructions for using the record player shown here in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

Clarification: The last statement of each scale point summarizes the criteria and should be emphasized when using this scale.

Basis of the scale: Completeness of detail for each step; completeness of number of steps; clarity; concise diction. Sequence should not be considered. (See Skill #42.)

Scale Point 1: Provides insufficient information for operation of the record player. Generally, fewer than five steps are given, and inappropriate detail is often included. These responses tend to be repetitive and contain very general statements.

Scale Point 2: These responses generally provide from 5 to 7 steps, and contain insufficient or non-specific detail (for example, the dials may be mentioned but instructions for their manipulation omitted). Often repetitive and somewhat difficult to follow. May contain irrelevant detail.

Scale Point 3: Provides sufficient detail for operation in at least 8 steps including starting and stopping, placement of the record; agreement for size and speed; instructions for all dials. Mechanisms are explicitly mentioned.

Scale Point 4: Directions are clear, complete and precise with no superflous detail or unnecessary repetition etc. Language is compact.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	32	48	13	4

*

*Interpretation Panel cut-off point.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 2: RECORD PLAYER DM 49

SCALE POINT 1

By the needle there is a little button that says auto off and on well turn it on if you're playing a 33 record. Adjust the speed to 45. Then put the needle on the record about the volume where you want it.

SCALE POINT 2

First of all plug it in: Then choose a record if it's a 7" play it at 45 rpm and if it is a 12 play it at 33 rpm. you do this by changing the dial right at the bottom where you play your record. Turn it on Turn the volume to ~~to~~ your own choice. Turn the switch to in the middle to phono. Turn the switch by the needle to auto. press and. that's it.

SCALE POINT 3

①Before you plug this in read all of these instructions.
②Make sure everything is turned off before you plug it in ③Plug it in ④ plug the speakers in ⑤ lift up the arm. not go over the record ~~and~~ off the ways and then swing it over to the left all the way ⑥ put record on ⑦ flick dial to right speed depending on what size record you're using ⑧ Turn the centre dial to phono ⑨ Adjust switch on the right beside the needle to 12, 10, or 7, depending on record ⑩ Turn on switch on the left to on ⑪ Before doing ⑨ put the arm that goes ~~back~~ over the record ~~back~~ back to the 1st position ⑫ Turn on switch by needle to auto ⑬ then ~~to~~ wait for needle to rest on record and then turn up the volume to the desired level ⑭ ~~Before~~ ~~doing~~ Read of instructions again and then do the following things.

SCALE POINT 4

PLEASE FOLLOW THESE INSTRUCTIONS!!

① Select a record (either a 7" inch small one or a 12" big one)
② For the 7" records (small ones) set the speed selector (located on the left side of the round part) on 45. for the 12" records (big ones) set the speed selector on 33.
③ Flick switch on left side of the machine to "on" position (flick up)
* Check: have you plugged the set into the outlet? If not, put on-off switch to "off" and plug in. Then start at #3 again.
④ Take record out of jacket
⑤ Use dust remover to wipe off static & particles.
⑥ Lift arm on the left side & bring over to the left gently.
⑦ Match the whole in record to the stick-part in the middle of the turntable (round part)
⑧ Switch AM-FM-PHONO indicator to PHONO
⑨ Put AUTO-OFF-ON indicator to ON
⑩ Lift arm on right hand side & put it down VERY GENTLY on the beginning of the record.
⑪ Adjust volume to desired loudness.

SUGGESTIONS FOR TEACHING:

(1) Grades 1 - 2: Children follow specific oral directions to make chocolate milk. The teacher gives the first specific direction to one child. After the completion of his activity, he gives a subsequent direction to the next child and so on until the chocolate milk is mixed. The teacher records the children's instructions on a chart. This process may be done with older students using different recipes.

(2) Grades 1 - 4: The teacher stands with a pumpkin and a knife; students give directions for making a Jack-O-Lantern. The teacher does precisely as they say, not adding any personal expertise. This may be applied to other situations where an oral lesson is used to exemplify this skill. i.e. making a sandwich, decorating a Christmas tree, making vegetable soup.

(3) Grades 3 - 5: One student is asked to leave the room. In his absence an object is hidden. Upon his return each student contributes one specific clue to locating the object.

(4) Grades 7 - 8: A student sits with his back to the class holding a simple geometric shape or single design. The student gives oral instructions to the class for reproduction of the design. Without any discussion they attempt to draw precisely as he describes. The end results emphasize the need for clarity and conciseness in giving instructions.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

Oral activities are a useful lead up to written exercises for this skill. Students must become skilled observers before they are able to express their observations on paper.

Provincially, this skill was not assessed at the Grade 4 level; therefore, only Exercise 2 is provided.

This skill is referred to as SKILL 11 in the Assessment of Written Expression reports.

Cathy of C.K.G.E.

On your first day as a reporter, the editor puts you right to work. The local radio station is offering free record albums to the first 50 students who recognize Cathy of C.K.G.E. and challenge her by saying, "You are Cathy of C.K.G.E." The Fraser River Times has agreed to print her description, but they can't print her picture.

To help students identify her, you are given the photograph on the following page and asked to write a careful, detailed description of what Cathy looks like and what she is wearing.

ASSIGNMENT: WRITE A DETAILED DESCRIPTION OF CATHY AND WHAT SHE IS WEARING. ORGANIZE YOUR DESCRIPTION SO THAT THE STUDENTS WILL REMEMBER THE DETAILS.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAIL OF CLOTHING

EXERCISE 2: CATHY

DW 53

Basis of the scale: Number and accuracy of details included.

Physical Features	Clothing
young (15 - 25)	coat or dress
female	plaid
slim	long sleeves
dark hair	front buttons
long hair	collar
centre part in hair	no cuffs
face shape (eg. oval)	bodice (empire waist)
cleft in chin	fitted
nose shape (eg. flat)	
eyebrows (eg. thinly plucked)	
dark eyes	

Scale Point 1: Provides three or fewer accurate details of appearance or contains a great deal of inaccurate or invented material.

Scale Point 2: Provides a minimum of four details which must be accurate. These may be either physcial or clothing. May include some inaccurate or invented material.

Scale Point 3: Provides a minimum of four accurate physical details and two inaccurate clothing details. Only rare inclusion of inaccurate or invented material.

Scale Point 4: Must include six accurate physical details and three accurate clothing details. May have some inaccurate or invented material but not a great deal.

Scale Point 5: Must include seven accurate physical details and four accurate clothing details with no inaccurate or invented material.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	6	42	37	11	3

*

*Interpretation Panel cut-off point.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 2: CATHY DW 54

SCALE POINT 1

She got long brown hair, she's the average height, she's quite pretty

- SCALE POINT 2

She is wearing a plaid dress with buttons on the front, long sleeves, she has long black hair, pretty.

SCALE POINT 3

She is wearing a short plaide dress with buttons on it. The dress is a light colour. She has long dark straight hair with dark eyes and a nice smile. She has a slender body about a height of 5.8".

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 2: CATHY DW 55

SCALE POINT 4

~~Kathy is a student at [illegible]~~
~~[illegible] description of our new reporter~~
If you recognize our new reporter you will win a free record Album. She is in grade eight and her name is cathy. She has long dark hair wich is parted in the middle, a roundish face, brown eyes, a roundish nose. She is wearing a plaid dress with a round [illegible] the front, it is also white trimmed around the waist. so if you recognize her just phone in to your local radio station and if you are one of the first 50 students you will win a free record album. Remember just youre cathy at CKGE

SCALE POINT 5

Cathy is a pretty girl with a round face, not too thin, not too fat. She has short chocolate brown hair with slight dimples in her cheeks. Her dark expressionful eyes and dark eyebrows [illegible] Her very fair skin [illegible] Her hair falls around her shoulders. She is wearing a light coloured plaid dress. The stripes are diagonal. The dress buttons up to the chest where there is a broad white collar around the dress. She has V necklines. Her long sleeves are gathered and flared slightly above the shoulder. Altogether she makes a very pleasing picture!

SUGGESTIONS FOR TEACHING:

(1) Grades 3 - 7: Write a paragraph for a "Guess Who" exercise. Describe the clothing and physcial appearance of a classmate or a teacher and allow the rest of the group to guess who it is.

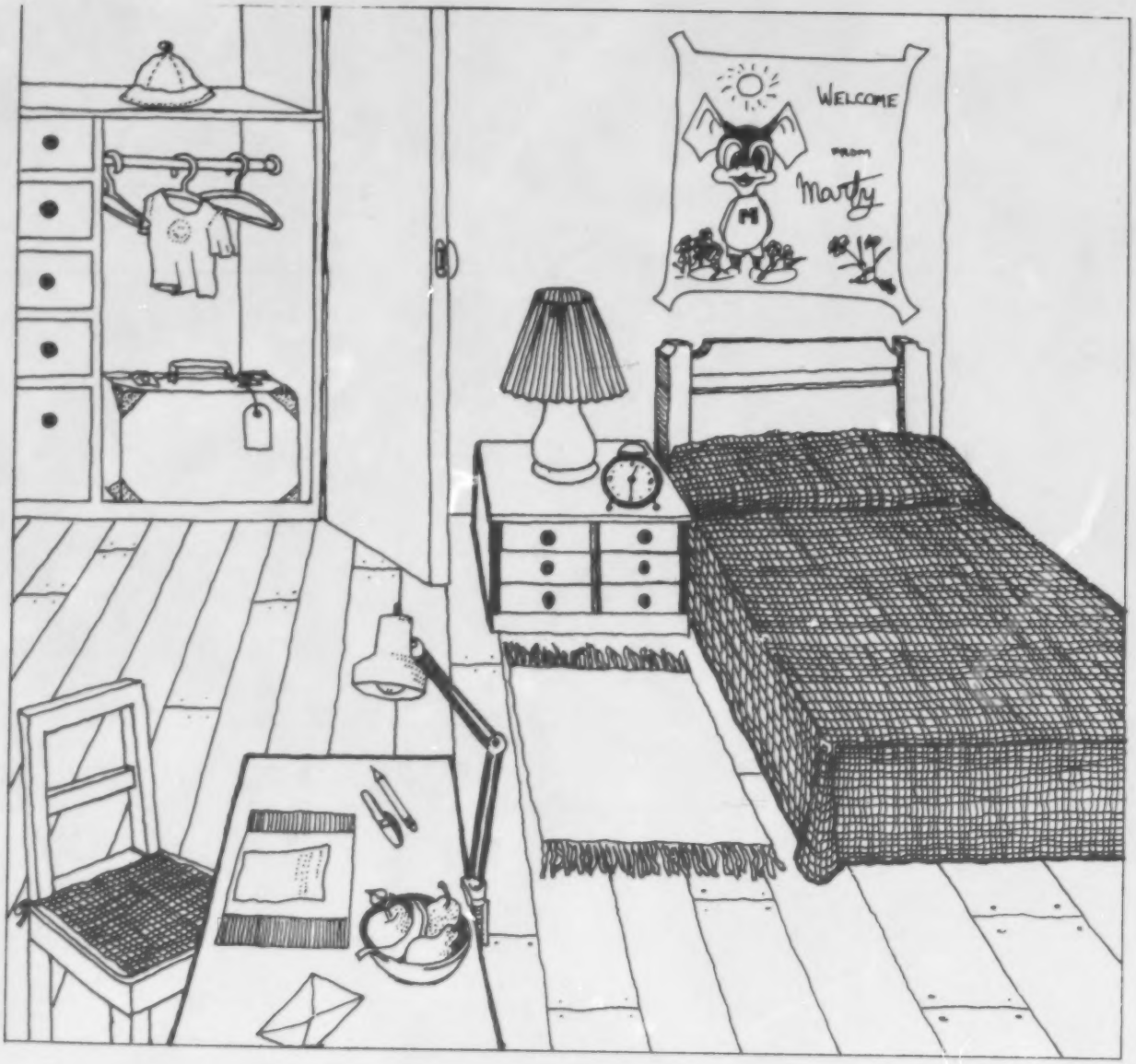
(2) Any grade - One person leaves the room; the teacher then asks ten prepared questions about the absent person to check observation skills. i.e. How many rings is he wearing, what color is her shirt, what type of shoes is he wearing, is she wearing glasses, etc.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

Children must become familiar with positional terms such as "beside, above, to the left of..." etc. First hand observation is an important aspect in developing this skill.

NOTE: Students often become distracted by physical detail and neglect intricate spatial relationships. Discussion of this point with students may help to prevent its occurrence.

This skill is referred to as SKILL 12 in the Assessment of Written Expression reports.



This picture shows the part of the cabin where you sleep at camp. You want your family to know just what it is like so you are going to write them a letter. Tell them about <u>all</u> the things you can see in the picutre and <u>where everything is</u>.

Write your letter on the paper provided. Your teacher will help you write the address and date correctly.

Basis of the scale: Number of prepositions indicating location. A single preposition used to locate several items is counted once for each item.

Scale Point 1: No locations indicated. (Note: 'in my cabin' and/or 'in my room' do not count as location of items.)

Scale Point 2: Uses one proposition to indicate location of one item.

Scale Point 3: Uses two or three prepositions to indicate location or two or three items are located by one prepositions.

Scale Point 4: Uses at least four prepositions to indicate location of items or four or more items are located by preposition.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	26	11	20	42

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Camp Elmwood, B.C.
April 27, 1978

Dear Family,

It is really fun at camp we eat Raelon Hamburgers and pop in our cabins I can see everything from my cabin. It has two bunks a chest a rug closet table and chairs we even have a camp mascot his name is marty the mouse.

Love Dear

SCALE POINT 2

Camp Elmwood, B.C.
April 27, 1978

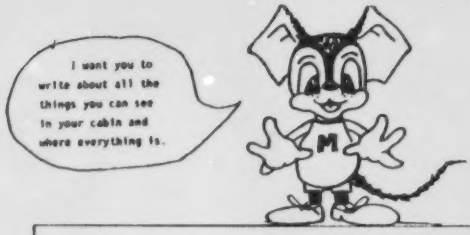
Dear Family,

Dear Mom and Dad I am at camp. I sleep in my own cabin. I have a block on my dresser to get up early to go on hikes I have a desk to it is to do work on for school I brush my teeth everyday

Good by

from Byron Hargrave

SCALE POINT 3



Camp Elmwood, B.C.
April 27, 1978

Dear Family,

Hi. I have a really nice room. Over by the wall is my bed. I have a nice big closet. There is a big desk with a lamp on it. Everything is just perfect. I have night table too I love it here. Although I still miss you. How is the bird? Well I have to go now. Bye!!!

Yours Truely

Lora

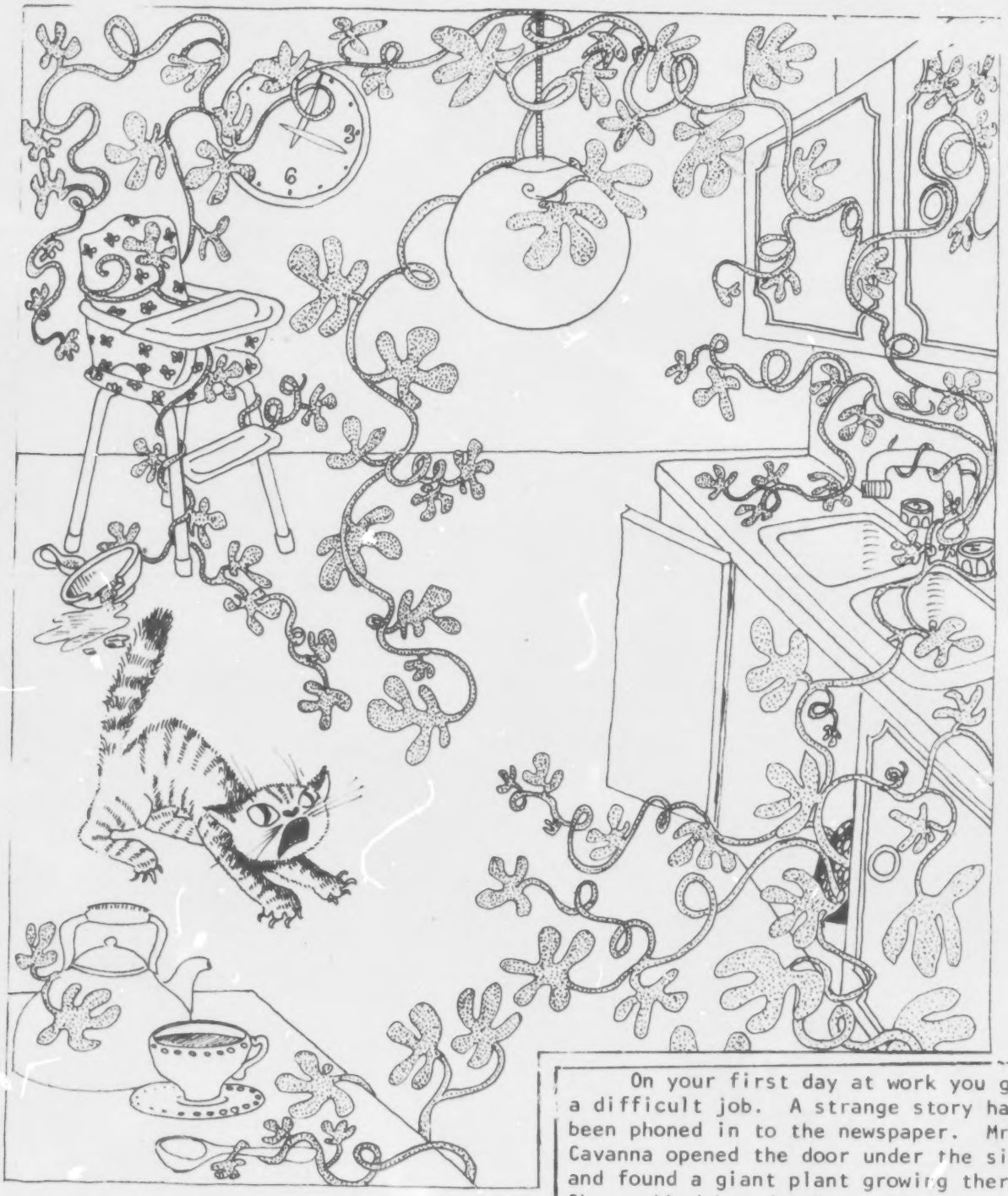
SCALE POINT 4

Camp Elmwood, B.C.
April 27, 1978

Dear Family,

I am having fun I am sleeping in a nice room. It has a bed by the wall with a poster of Marty around the bed. I have a night table beside my bed. There is a desk with a night light on the desk at the other end of the room. There is a closet near my night table.

Good Bye



On your first day at work you get a difficult job. A strange story has been phoned in to the newspaper. Mrs. Cavanna opened the door under the sink and found a giant plant growing there. She grabbed her daughter and ran out. Your editor sends you to the scene. You climb a ladder and look in. This is what you see. The newspaper artist has to be able to sketch this scene using only your description. From what you write, he has to draw everything in the room in its right place.

ASSIGNMENT: Make a set of notes describing this scene exactly. You should include all the details you can, and use any words which will help the artist to get everything in its right place. You do not need to use complete sentences.

Basis of the scale: Number of accurate positional terms such as: above, below, to the right of, beside, on top of, up the wall. Absence of inaccurate or irrelevant material.

Scale Point 1: No more than two accurate positional terms. Contains a great deal of inaccurate or irrelevant material - often fantasizing.

Scale Point 2: Three to five accurate positional terms. Generally factual - few, if any, inaccuracies.

Scale Point 3: Six to eight positional terms. Generally factual - few if any, inaccuracies.

Scale Point 4: Nine or more positional terms (no repetitions). No inaccuracies. Location of objects and extension of plant should be clear.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	25	19	37	17

*

*Interpretation Panel cut-off point.

SCALE POINT 1

I came in through the hall and I swung the door to the kitchen wide open and there it was. A huge growing plant that had big unshaped leaves that had black dots on them. They were clinging onto everything in sight. The behind chair was being crawled on by this growing plant. The plant doesn't look very harmful but is growing at a fast rate.

SCALE POINT 2

At 4.03 pm Mrs Cavanna, went to get something under her sink in the kitchen when suddenly she seen this very unusual plant growing very rapidly! She ran over to where her daughter was eating and ran out of the house. As you can see by the picture plant which is very different it. grows along the cupboards across to the light cord around the baby's chair. The leaves are green with black dot. Animals are usually not afraid of plants but the cat is very terrified of this one.

SCALE POINT 3

The plant came from under the sink came out went to the table on the left, grabbed the spoon. It wrapped around the sink and the cupboards up above it wrapped around the lamp hanging from the ceiling. It went over the floor and through the [illegible] baby's highchair. the plant was all tiny and at each one there was a big [illegible] leaf. There also was a [illegible] cat with stripes.

SCALE POINT 4

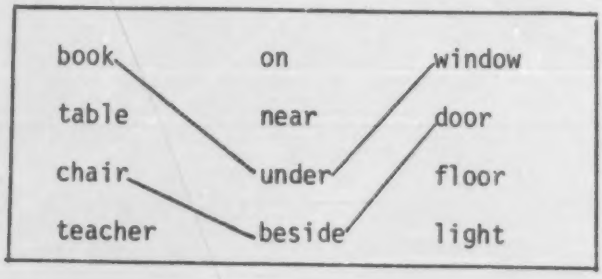
- to the right a double sink with counter space and cupboards below and above it. - plant growing around the room starting at the open cupboard under the sink.
- at the back of the room a highchair stands with a pattern of flowers on it - a broken dish lays on the floor with a spoon beside it. The vinny plant swirls around its leg
- [illegible] cut in middle of room, screwing, striped, handmade
- a table on the lower left hand corner with kettle, cup of tea, and spoon. - wild plant grows around the spoon
- a large clock reading a 4:00 is on the wall behind the high chair.
- hanging in the middle of the room is a large lamp shape of a ball.
- the wild vine starts in a pot under the sink. - the cupboard is open, the plant travels up, around the large water needle, (thermometer) around the cupboards, engulfs the light, and twists and twines around the high chair's back and legs.
- the other main vine grows toward the table and one goes to the centre of the floor by the cat.
- one part gets around the kettle.
- the plant is a vine with spotted leaves and are shaped like a hand. some having 4 appendages others 5 or 6

SUGGESTIONS FOR TEACHING:

(1) Grade 1 - Oral activities only are recommended, discussing picture cards and visible items in terms of spatial relationships.

(2) Grades 2 and 3 - Teacher should supply a short list of "where" words. Students describe location of items in their classroom writing a sentence for each word. i.e. beside, under, on top of, next to....

(3) Grades 3 to 5 - Exercise to clarify spatial terms. The teacher places objects in specific areas of the room. A corresponding worksheet is made on which students make up the appropriate items and locations.



(4) Grades 6 to 8 - Student is asked to write a description of his bedroom. He is allowed to take his description home and alter the details as neccesary to accurately describe the spatial relationships.

(5) Grades 5 to 8 - The student is asked to explain how to get to his house from school. Encourage the use of directional indications and land marks.

(6) Grades 1 to 4 - Have students draw a simple layout of the school ground, parking lot, playground and bike area while looking at it. Go outdoors and tour the school grounds noting the layout of the parking lot, playground and bike area. Have students draw a simple map of the school yard. Emphasis is on spatial relationships.

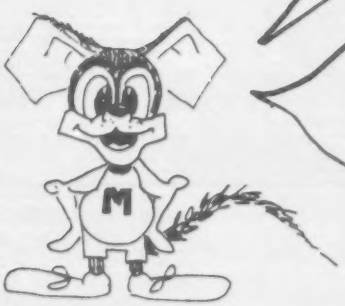
SKILL: REINFORCES A SPECIFIC MOOD THROUGH THE USE OF SUPPORTING STATEMENTS

The first exercise in this section would be most useful near the culmination of a unit on establishing mood. Exercise 2 calls for a more detailed description on the part of the student.

At higher grade levels this skill lends itself very well to a discussion of the worth of nouns, verbs, adjectives, and adverbs in determining "mood" in writing.

This skill is referred to as SKILL 22 in the Assessment of Written Expression reports.

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

Basis of the scale: Statement of mood(s) (expression of the writer's feelings) and number of support statements.

Scale Point 1: No mood established. No expression of feeling.

Scale Point 2: One or more moods are stated but no support statements (self-contained idea may be a clause, phrase, word or sentence).

Scale Point 3: One or more moods stated. Only one support statement given for each mood.

Scale Point 4: One or more moods are given. There is more than one support statement for each mood.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	3	32	46	18

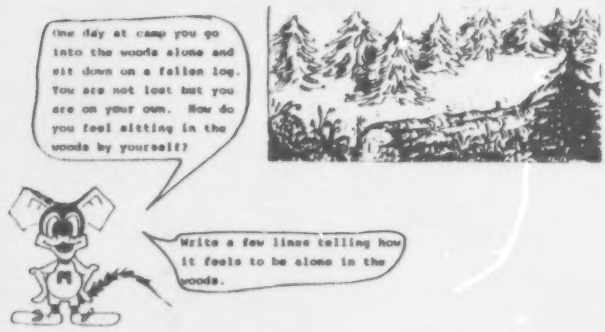
*

*Interpretation Panel cut-off point.

SKILL: REINFORCES A SPECIFIC MOOD THROUGH THE USE OF SUPPORTING STATEMENTS

EXERCISE 1: ALONE DW 68

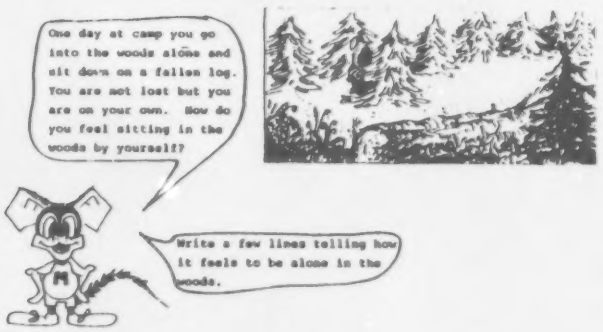
SCALE POINT 1


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

If there are bugs and I have my good pants on my mother will kill me but I would be ok.

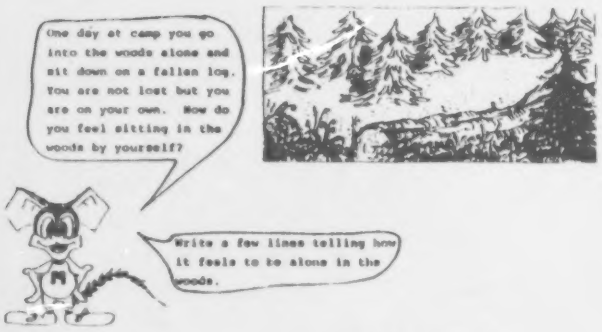
SCALE POINT 2


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It felt ~~soooo~~ ~~Sooo~~ scrave to be alone.

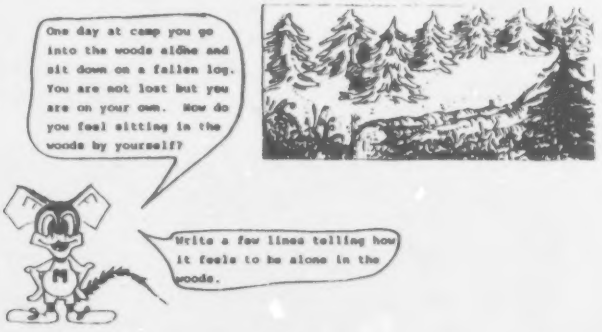
SCALE POINT 3


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

I would probably get wild because I love always been with people.

SCALE POINT 4


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

~~It~~ it feels badly and there is no one ~~two~~ to talk to. ~~It feels~~ If you get hurt there is no one to help you. There would be no ~~soooo~~ people to play with or tell jokes. You couldn't play on ~~two~~ because it is so lonely.

The Team Returns

For the first time ever, a team from Goldville has won a B.C. Championship! The Volleyball Team is returning today with the Muir Cup. A big parade to the High School is planned. The editor sends you to describe the scene. She says, "Keep your eyes open for little details. Try to get the mood of the people into your description."

ASSIGNMENT: You are at the team's homecoming. What is the mood of the team, the parents, the other students? Try to describe the scene to make your readers feel the mood of the occasion.

The grade 8 scale is difficult to use because it is based on the frequency of words which "suggest mood". However, this activity is difficult to analyse more subjectively.

Basis of the scale: Frequency of words selected to create or maintain a mood.

Scale Point 1: No more than two words which suggest mood.

Scale Point 2: Three to six examples of words which suggest mood.

Scale Point 3: More than six words used which suggest or reinforce mood.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	11	33	51

*

*Interpretation Panel cut-off point.

SKILL: REINFORCES A SPECIFIC MOOD THROUGH THE USE OF SUPPORTING STATEMENTS

EXERCISE 2: TEAM RETURNS

SCALE POINT 1

Were we are at the (Goldville) B.C. volley-ball tournament and for the first time Goldville has emerged champions. Today they will be returning with the Muir Cup and a parade has already been planned. After interviewing the players we found out why they have won. This team has practised every day for the last month and they proved it tonight. The people in the crowd were cheering as loud as possible when for the first time Goldville put it in gear, and won the championship with ease.

SCALE POINT 2

The Team Returns

The captain of the team who is been held up by his fellow students as he holds the beautiful Muir Cup the parents are cheering, the students giving them graduations and the team is sone big smile they are laughing at these get well-fishery.

SCALE POINT 3

Cheers and excitement played a role as the Goldville High Volleyball Team returned home today. The high schools band played victory marches and there was a great deal of handshaking, back-slapping and proud speeches. The team captain and the coach (Pat Connell and Mr. Alex Mcassell) were happy and triumphant as they held up the Muir Cup they received at the winning of the B.C. championship.

The team has worked hard this year and it shows in the form of their victory over last year's winner. Tonight the team will be treated to a dinner on behalf of the school trustees. Besides the Muir cup, each team member also received certificates stating that their team had won.

Tonight will indeed be a happy on for both the proud parents of team members and the team members themselves.

"I'm one happy parent," "I've never been so proud and excited and anything else. My son is a star!"

The coach did not want to brag but says, "It was the best game I've ever seen any team play!"

On a last note, however, congratulations to Pembroke High for an exciting game!

SUGGESTIONS FOR TEACHING:

(1) Grades 2 to 4 - Have a variety of pictures of outdoor settings (slides would be excellent) to help set the mood for each student before presenting exercise one.

(2) Grade 1 to 5 - Discuss how and why we feel differently under various circumstances, such as:

a) your pet is run over

b) a thunderstorm is occuring

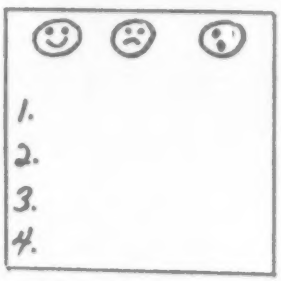
c) your sister is getting married

d) you received a gift you didn't really want

e) you are going to Disneyland

(3) All grades: Teacher shows a variety of pictures (slides, posters). As the pictures are shown, students write down how they feel. Later, in group discussion, students tell why they feel that way. For primary children a similar method may be employed, the children selecting the way they would feel using happy face, sad face or frightened face pictures.

i.e.



(4) Grades 5 to 8 - Students select pictures of people from magazines. They identify a mood implied by the picture and tell why they think that mood is appropriate.

(5) Grade 6 to 8 - Make a "Mood Book". Teacher supplies a list of moods; students compile a booklet of magazine pictures exemplifying the specific moods. They may also include scenes or objects which establish for themselves the specific mood headlined.

(6) Make a "Mood Calendar". The teacher supplies a worksheet of a calendar month and a chart of various mood words. The student identifies his predominant mood each day and records it on the space for each day.

SKILL: OBSERVES DETAILS IN PLACES AND EVENTS

Students are encouraged to observe detail. The quantity of objects observed is the basic level of mastery. The detail of description of these objects is a more advanced concept.

This skill is referred to as SKILL 24 in the Assessment of Written Expression reports.

This picture shows the part of the cabin where you sleep at camp. You want your family to know just what it is like so you are going to write them a letter. Tell them about <u>all the things</u> you can see in the picture and where everything is.

Write your letter on the page provided.

Basis of the scale: Number of details (both observed and inferred, for example 'comfortable' bed) included.

Scale Point 1: Includes zero to four observed or inferred details.

Scale Point 2: Includes five to seven details.

Scale Point 3: Includes eight to eleven details.

Scale Point 4: Includes twelve to fourteen details.

Scale Point 5: Includes fifteen or more details.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4	5
Percent of Students	14	24	34	15	13

*

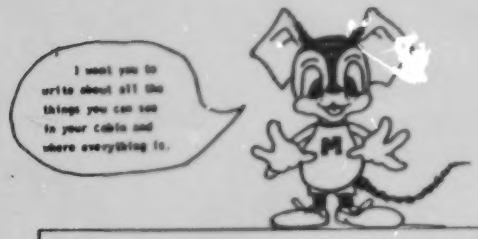
*Interpretation Panel cut-off point.

SKILL: OBSERVES DETAILS IN PLACES AND EVENTS

EXERCISE 1: CABIN

DW 76

SCALE POINT 1

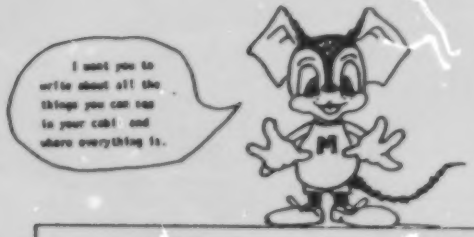


Camp Elmwood, B.C.
April 27, 1978

Dear Family,

I have a cabin. I have a marty mouse picture it says Welcom FROM Marty. I have my ~~down~~ one bed I go to bed at 9:30 at night

SCALE POINT 2



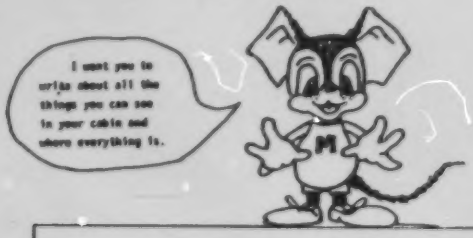
Camp Elmwood, B.C.
April [illegible] 1978

Dear Family,

This is a picture of my cabin when I go to Camp Elmwood. I have a very big bed and a desk to work on and a clock to wake me up on time to do things and a lamp and four and ~~a~~ cute little picture of Marty.

Yours furly Tammy

SCALE POINT 3



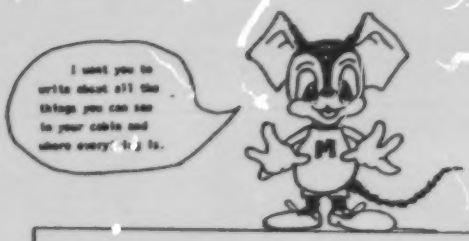
Camp Elmwood, B.C.
April 27, 1978

Dear Family,

I am saying at a nice room. Right above my bed is a poster of Marty. Right next to my bed is a dresser with a lamp and clock on it. I've got a desk with a light on it too. I have a rug right next to my bed

Love Stephen

SCALE POINT 4

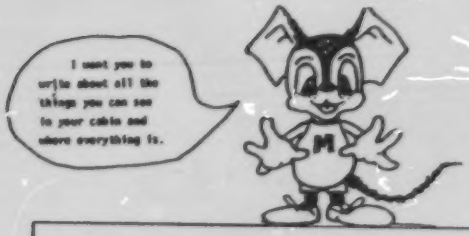


Camp Elmwood, B.C.
April 27, 1978

Dear Family,

My cabin is very beautyful. My bed is against the wall with a picture of singing Rabbits from Mexico. Just over my bed and a little dresser with a lamp and beside it a closet. A rug is right at the corner of it a closet that has 4 doors and the top over a big one at the bottom a little ways from it is a desk with a chair and on the top a lamps and some pad. That all

SCALE POINT 5



Camp Elmwood, B.C.
April 27, 1978

Dear Family,

In my cabin there is a poster of ~~on~~ Marty a love my bed. There is a dresser, a lamp, an alarmclock, a rugs. There's a desk on it is a board of fouls, a pencil, a pen, a light, a paper on a mat, an envilope In the closet is three hangers. A hanger has a tshirt. There's all so a trunk in the closet There's a chair by the desk

Your Daughter
Michelle

On your first day at work you get a difficult job. A strange story has been phoned in to the newspaper. Mrs. Cavanna opened the door under her sink and found a giant plant growing there. She grabbed her daughter and ran out. Your editor sends you to the scene. You climb a ladder and look in. This is what you see. The newspaper artist has to be able to sketch this scene using only your description. From what you write, he has to draw everything in the room in its right place.

100

ASSIGNMENT: Make a set of notes describing this scene exactly. You should include all the details you can, and use any words which will help the artist to get everything in its right place. You do not need to use complete sentences.

Basis of the scale: Number of objects discussed and visual descriptive detail; specificity of description.

Scale Point 1: One to three general labels (for example, a table a chair) are given. No detail in description. No modifiers used.

Scale Point 2: Four or more general labels provided. No detail in description. Must include a description of the plant.

Scale Point 3: Two or three objects are described in some detail, for example, "a broken bowl". Must include a description of the plant.

Scale Point 4: Four or more objects are described with good attention to visual detail, for example, "a terrified cat with his back arched, his tail sticking straight up and his claws out".

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	12	31	35	20

* *

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement for this grade level.

SCALE POINT 1

The plant was wound around everything. The cat is half asleep out of his mind. The plant is growing dishes and still growing and growing.

SCALE POINT 2

In this picture the strange plant is going all over the place. The plant goes with and everything. It covers over the big chair, the clock, the light, the sink, and all over the table. The plant scared the cat half to death. The plant started out small at the sink.

SCALE POINT 3

It was sick in the afternoon. The plant was growing from the kitchen under the sink. It was wrapping around things up the walls around the light on the ceiling. There was a cat in the scene has claws but hair standing straight. It was growing like a vine. The leaves were real three parts. Growing quite fast.

In the corner was a baby chair it the plant so wrapped around it. There a baby food dish.

In the other corner is a table the vine is wrapping around a spoon a little.

SCALE POINT 4

the kitchen shelf - has a clock on the side wall. the front wall has a sink with cupboards under and over the sink. there is a baby chair in an angle towards the clock wall. there is a broken saucer on the floor with some liquid spilled. there is a cat in the middle of the room which is frightened. its tail is in the air and the face has a look of a frightened person who is trapped by snakes. on the table there is a table cut it a cup of coffee a cable and a spoon. under the cup of coffee is a pot.

Now getting back to the plant. - there is a cupboard on under the sink. And there is a black unknown thing. You can only see half of it. it is about 4 inches high. that is where the plants seemed to come from. it is on the room into a light bulb on the roof. its covered the sinks square cupboard by the top and bottom cupboards and is winded around the baby chair. it is on the table. It is like a joined together like — a rope and or a snake which is about 4ft feet long it. it cut in some places.

SUGGESTIONS FOR TEACHING:

(1) All grades: Observation games - a tray of articles covered with a cloth; articles are exposed and then recovered. Students:

a) list the objects shown

b) describe the objects listed

(2) Grades 1 - 8: Given a particular category such as a letter of the alphabet or a color, students look carefully around the room and list as many objects as they can in the category.

(3) Grade 2 - 6: After a field trip, students illustrate the focus of their trip with as much detail as possible.

(4) Grade 6 - 8: Provide four or five similar objects, (chairs, watches, dog pictures, cars in the parking lot). Students must write a description of each noting the unique characteristics.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

In order to master this skill, students should be able to note a considerable quantity of detail associated with a particular event or occasion. Details given as part of the exercise's directions are not counted in the student reponses.

This skill was not assessed at the Grade 4 level; therefore, only Exercise 2 is provided.

This skill is referred to as SKILL 25 in the Assessment of Written Expression reports.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

EXERCISE 2: TEAM RETURNS

The Team Returns

For the first time ever, a team from Goldville has won a B.C. championship! The Volleyball Team is returning today with the Muir Cup. A big parade to the High School is planned. The editor sends you to describe the scene. She says, "Keep your eyes open for little details. Try to get the mood of the people into your description.

ASSIGNMENT: You are at the team's homecoming. What is the mood of the team, the parents, the other students? On the next page try to describe the scene to make your readers feel the mood of the occasion.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

EXERCISE 2: TEAM RETURNS

The key to this scale is the Generating of ideas and associations.

Basis of the scale: A count of "variables" or "details" generated. No credit is given for information provided in the question. Cliches and repetitions receive no credit. A "detail" showing originality may be allowed two points rather than one. Exemplars should be consulted for examples of "variables" or "details".

Scale Point 1: No more than two variables or details.

Scale Point 2: Contains three or four variables or details.

Scale Point 3: Contains five to seven variables or details.

Scale Point 4: Contains eight to ten variables or details.

Scale Point 5: Contains eleven or more variables or details.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	8	18	30	20	17

*

*Interpretation Panel cut-off point.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

EXERCISE 2: TEAM RETURNS

SCALE POINT 1

The mood of the parents and of the students were very joyful the ~~teacher~~ coaches and teachers were also very joyful the whole school was thrilled.

SCALE POINT 2

The Team Returns

The captain of the team who is been held up by his fellow students as he holds that beautiful Miss Cup the parents are clapping the students giving them graduations and the team is ~~a~~ have big smile. They are laughing at there ~~get~~ efforts.

SCALE POINT 3

Everyone was happy at Goldville today. The team side smiling and proud of their win, while the parents are smiling and proud of their children. Cheers and screams from the Goldville residents filled the air it was the biggest celebration in Goldville. No matter who you looked at they had a big wide grin on their face. Balloons and all was flying everywhere it seemed like it would never end.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

EXERCISE 2: TEAM RETURNS

SCALE POINT 4

Holdville

It was a day to remember in the Holdville. Crowds were lined with music cup as winners of the B.C. volleyball champ. The streets were cleared as the colorful floats and bands came down the road.

As the team joined the parade there was a sense of excitement which could be heard miles away.

Banners were flashing as the team waved to the people which helped the team make it when they ran away.

When the parade was over people came to get autographs and close snapshots of the team.

This will be a day to remember.

SCALE POINT 5

The popular Volleyball Team is being greeted by the parents and students of Holdville High School. A ticker-tape welcome is a celebration for the first time in the high School's history the girls team for volleyball has won the B.C. championship. They carried the girls' flag, players knew it felt to win the Music Cup and she replied,

"I wonderful! I've never felt so good in all my life! I knew we could do it well and we really surprised ourselves!"

After speaking with the team, we went to interview the parents who were greeting the Team members. The answers were quite the same.

"All the people of the town are very pleased with the achievement and I know these girls worked hard to bring the music Cup.

The parade for these girls was marvelous. Their talented effort was great! From the town everyone came there. Banners flew in a vast number of colours. Balloons sailed gaily joyfully into the blue sky and the sun caught the images of these proud, smiling people. This is a very blue hurt-warming occasion. The town will remember this celebration for the rest of their lives.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

SUGGESTIONS FOR TEACHING:

(1) All grades - Teacher briefly describes an event. The students suggest numerous objects associated with that event. Descriptive words are to be encouraged.

(2) Grades 6 to 8 - The teacher sets a mood and a scene; the students describe an event which could take place; for example, a dark hall is filled with chairs and a stage, one small candle burns on the window sill.....

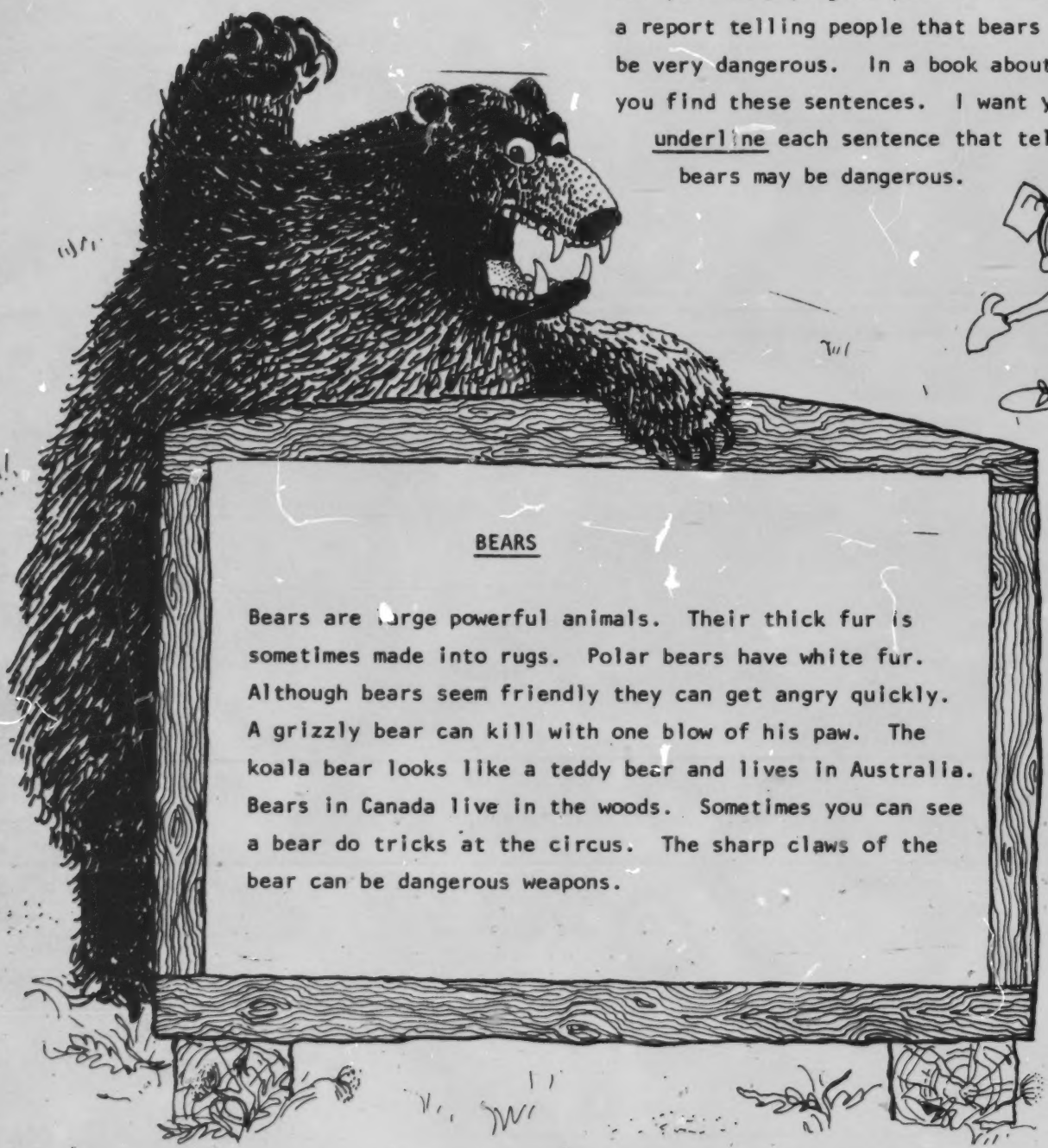
SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

The concept of "essential detail" is identified for the student using Exercise 1, in that all is required is to locate the specific statements within the exercise.

In Exercise 2, the student is required to identify the concept, locate the specific detail, and paraphrase.

This skill is referred to as SKILL 27 in the Assessment of Written Expression reports.

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



BEARS

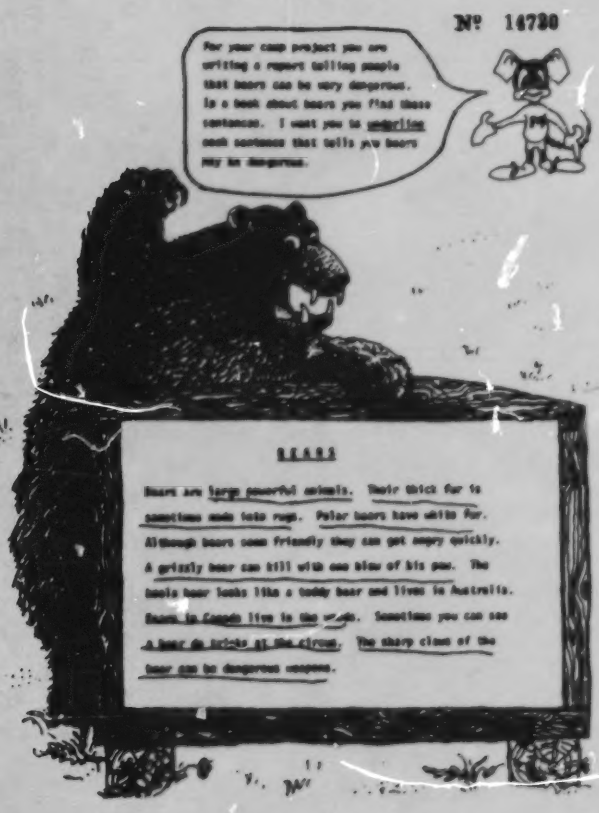
Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

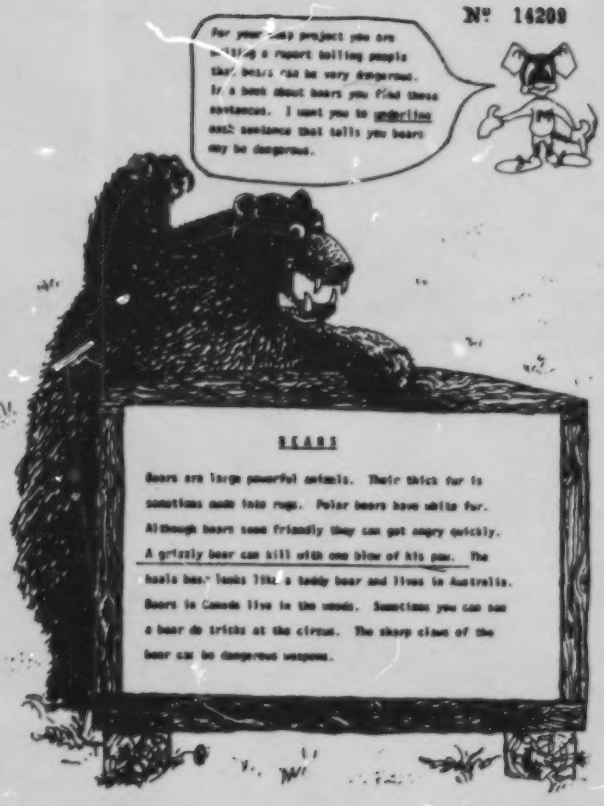
EXERCISE 1: REPORT

DW 90

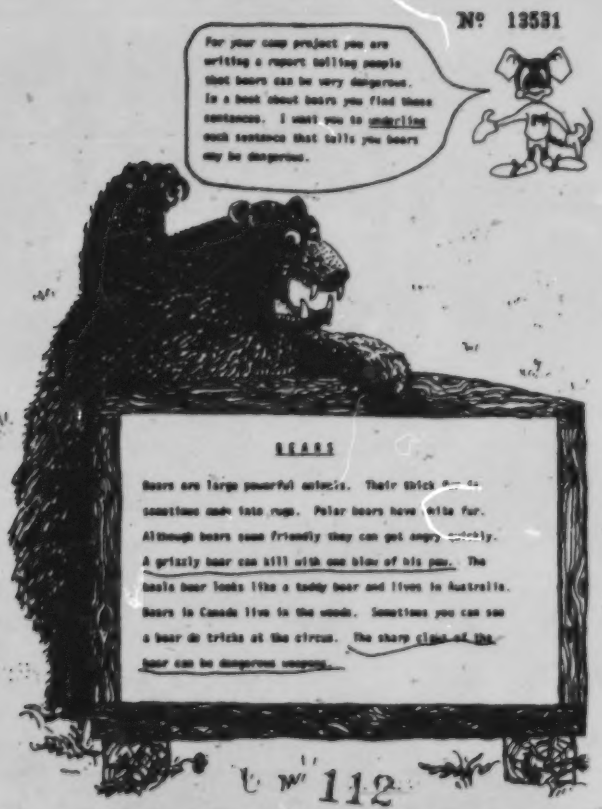
SCALE POINT 1


Nº 14730
For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.
BEARS
Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

SCALE POINT 2


Nº 14209
For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.
BEARS
Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

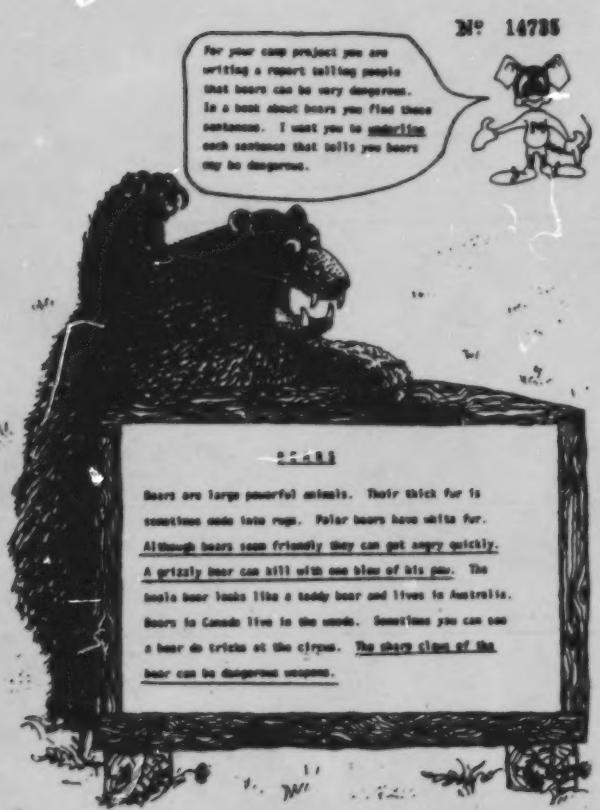
SCALE POINT 3


Nº 13531
For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.
BEARS
Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

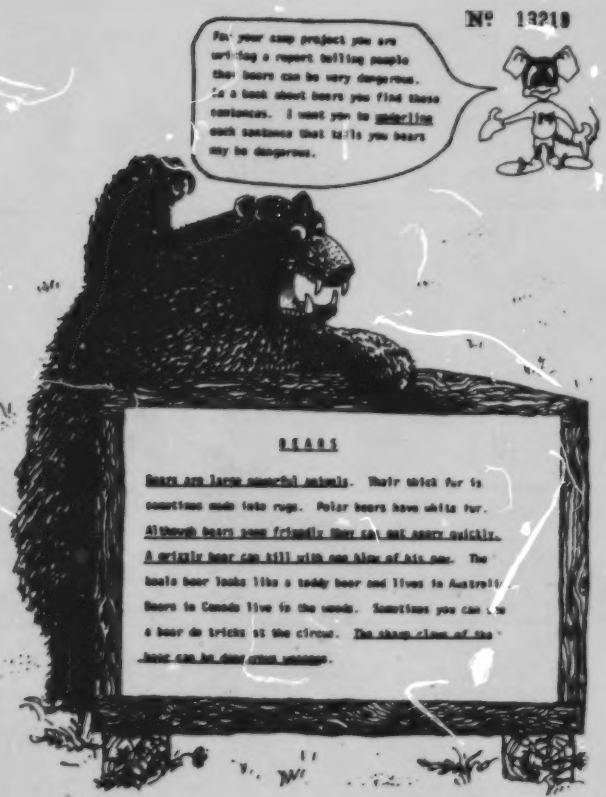
SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

EXERCISE 1: REPORT DW 91

SCALE POINT 4


Nº 14785
For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.
BEARS
Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

SCALE POINT 5


Nº 13218
For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.
BEARS
Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

The grade 4 scale is developed only to assess the underlined statements. The sentence that the students are to write is only a logical way of concluding the exercise.

Basis of the scale: Number of underlined statements which indicate danger. Underlining one word in a sentence is the same as underlining the entire sentence.

Scale Point 1: One or more of the underlined statements do not indicate danger.

Scale Point 2: One sentence indicating bears are dangerous is underlined. No sentences which do NOT indicate danger are underlined.

Scale Point 3: Two sentences indicating bears are dangerous are underlined. No sentences which do NOT indicate danger underlined.

Scale Point 4: No wrong choices. Three sentences indicating danger underlined.

Scale Point 5: Four sentences indicating danger underlined. No wrong choices.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4	5
Percent of Students	3	1	6	24	59

*

*Interpretation Panel cut-off point.

One of the main jobs in a newspaper office is to make long stories and articles fit into a small space on the page. Today when you get to work, the editor hands you a story about sponges, which she wants to use in the Science Corner. The article about sponges is far too long, so the editor wants you to summarize it. You need to find all the important ideas and write them in two or three sentences of your own.

ASSIGNMENT: Read the article about sponges carefully. Decide what you think are the important ideas, and then write two or three sentences summarizing these ideas.

S P O N G E S

The sponge is a water animal which is attached to the bottom of the ocean. There are many kinds of sponges and they vary in shape and size. Some sponges are shaped like vases, but most sponges have no exact shape. Some may be thin and flat while others may be round. Still others may look like the branches of a tree or bush. They may grow from one inch to several feet. When alive, these animals may be of many colours. Blue, green, yellow, red and even black sponges have been found.

Sponge fishermen use several different methods to get sponges. In deep water, such as the Mediterranean Sea and the Gulf of Mexico, fishermen use deep sea diving suits. Sometimes they go down a hundred feet or deeper to get the sponges. In shallow waters near the coast of Florida, fishermen use the hooking method. Two men go out in a glass-bottomed boat. Looking through the glass bottom of the boat, the men can see fifty or more feet below the surface. One man manages the boat, while the other lowers a pole with a hook. He uses the hook to loosen the sponges and bring them to the surface. The fishermen then spread the sponges on the deck to dry.

Basis of the scale: Inclusion of essential ideas (1) water animal (2) variety of colours, shapes and sizes (3) two methods of collecting. Exclusion of peripheral material. Brevity.

Scale Point 1: Little attempt at sorting ideas. Omits two or more essential ideas or includes three or more peripheral details. Most lengthy responses fall at point 1, but some short responses do also.

Scale Point 2: Either omits one of the essential details OR includes one or two peripheral details. Some tolerance should be allowed for peripheral detail if it is used as an example of an essential point.

Scale Point 3: Includes the three essential ideas and No peripheral material except as support of an essential idea and usually within the same sentence. Maximum three sentences.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	33	55	8

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Sponges

The sponge is a water animal. There are very many different kinds of sponges, varying in shape and shape. Some sponges have an exact shape. They may grow from one inch to several feet. When they are alive, these animals may be of many colors.

Sponge fishermen use many methods to get the sponges. In deep water fishermen use diving suits. Sometimes they go down a hundred feet or more to get the sponges. In shallow water, fishermen use the hooking method. Two men go out in a glass-bottomed boat. They can see over fifty feet below the surface. One man steers the boat, while other uses a pole with a hook to loosen the sponges and bring them to the surface. The fisherman spread the sponges on the deck to dry.

SCALE POINT 2

The sponge is a water animal which is attached to the bottom of the sea. Sponges come in all shapes & sizes. They have been found in many different colours.

~~Either~~ sponges can be obtained in different ways. Some fishermen have to go down 100 ft or more some use glass bottoms boats in shallow water they use a hook to get the sponge then put them on deck to dry.

SCALE POINT 3

The sponge is a water animal and lives of the bottom of the sea. The sponge come in many shapes, colours, size and appearence. Sponge fishermans se use many instrumens to capture sponge. It depends one how deep the water is.

SUGGESTIONS FOR TEACHING:

(1) Grade 1 & 2 - Using selected pictures, the students identify those essential to a specific topic. For example; A picnic. Pictures: ball, bears, broom, sandwich, cookies, boat, ants.

(2) Grade 3 to 6 - Children are asked to locate the 3 or 4 most important ideas from a selected nonfictional piece of writing. Suitable material may be found in children's magazines.

(3) An exercise similar to "Sponges" may be created by using a newspaper article.

SKILL: FOCUSES ON ONE TOPIC OR EVENT

At both levels assessed, the student was required to state and support a single point.

Exercise 2 is designed to elicit further and more specific substantiation.

At all times, digression is to be avoided.

This skill is referred to as SKILL 28 in the reports of the Assessment of Written Expression reports.

SKILL: FOCUSES ON ONE TOPIC OR EVENT

EXERCISE 1: KITTEN

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

Basis of the scale: Specific reference to the kitten or an alternative as a prize. Substantiation provided. Lack of digression.

Scale Point 1: Makes no reference to the kitten as a prize or to an alternative prize.

Scale Point 2: Reference is made only to the kitten as a prize or an alternative as a prize.

Scale Point 3: Reference is made to the kitten or an alternative as a prize and in addition substantiation of view is present.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	14	28	57

*

*Interpretation Panel cut-off point.

SKILL: FOCUSES ON ONE TOPIC OR EVENT

EXERCISE 1: KITTEN

SCALE POINT 1

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

Because cats could eat
Mice

SCALE POINT 2

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

I dont think that would be first prize because they eat mice and they get on the your garbage.

SCALE POINT 3

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

A kitten would be a good first prize. It would be because kittens are cute and soft. They are nice pets to have. They can win ribbons and gold and silver cups. Kittens can grow into big pretty cats

SKILL: FOCUSES ON ONE TOPIC OR EVENT

EXERCISE 2: TEACHER

What Makes a Good Teacher?

Today the editor wants to have an opinion article on page four. She thinks education is a topic many people are interested in. She wants you to write about: What Makes a Good Teacher? In your many years in school, you've been taught by all kinds of teachers: male and female, old and young, beginning and experienced, strict and easy-going. You think you know a lot about good teaching - and bad teaching.

ASSIGNMENT: Take a moment to think about good teachers you have known. Then give your ideas on what kind of person makes a good teacher, and what kinds of things you think a good teacher does - or should do.

Carefully note the basis of the scale.

Basis of the scale: Clarity of topic statement and relevancy of all material to topic.

Scale Point 1: Either (1) not sufficient material for assessment of skill, (2) no topic stated and irrelevant or insufficient material included, or (3) strays seriously from topic at least twice.

Scale Point 2: Either (1) states topics clearly but contains one irrelevant detail or piece of material, or (2) sticks to the topic, but the topic is never explicitly stated.

Scale Point 3: States topic clearly (i.e. topic is clear to reader). All material must be related to topic.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	25	39	28

*

*Interpretation Panel cut-off point.

SKILL: FOCUSES ON ONE TOPIC OR EVENT

EXERCISE 2: TEACHER

SCALE POINT 1

A good teacher is not to strict but not lax. He/She doesnt give homework and gives Instructions on the work you have to do. He/she doesnt care if you com in late

SCALE POINT 2

A good teacher must enjoy being around students. Must be able to relate to students. Should like them. Must give a equal amount of a test. Shouldn't be using corporal punishment or strike. Indirgence should range from 30 to 50 years old, [illegible] A teacher should devote as much attention as possible to every student as he/she teaches. Teacher should listen to if needed.

SCALE POINT 3

A good teacher in my opinion should be a kind, well rounded type of person.
He/she mustn't have a hot, bad, fiery temper, nor should he/she let bad things go without punishment or explanation.
He/she should work with the class as a whole, not just one specific group of dumber or smarter people.
He/she (it) must have an intrest in all the people she/he teaches.
It must give (teach) a wide range of subjects, both hard + easy + if somebody doesn't understand, go over + over it to make sure they do.
It must have a good personality + only be very strict when it is necessary.
He/she must dress accordingly, but not stiffly formal.
He/she must have a sense of humor that people can understand, tell a joke every now + then.
I have had teachers who have been very negative attitude toward life itself, so he/she must keep up a smile and try to keep the children in touch with the real world.

SKILL: FOCUSES ON ONE TOPIC OR EVENT

SUGGESTIONS FOR TEACHING:

(1) Grades 1 - 3: "What am I?" riddles are useful in establishing a focus on one topic. The teacher may begin by stating three or four descriptive sentences about one object. Focusing on the details, students try to identify the object. The children take turns giving 3 or 4 clues about a "secret" object for their peers to guess.

(2) Grades 4 - 7: The teacher supplies three or four specific points on a topic. The student must write one general statement to encompass these points. He thereby learns to generalize. Conversely, a general statement is given, about which the student must write 3 or 4 specific supportive details.

(3) Grades 7 - 8: The teacher prepares an exercise consisting of three topics and 3 to 5 statements about each topic. The students are required to match the statements with the appropriate topics.

(4) All grades: group discussion on generalization and supporting detail help the students understand and cope with these terms.

SKILL: ADJUSTS TONE TO AUDIENCE

This skill is used in conversation by everyone. The problem arises when the student attempts to write a simulated argument.

Students should therefore become aware that their writing is influential and carries weight. They should be able to emphasize in order to influence an unseen audience's reaction.

This skill was not assessed at the Grade 4 level; therefore, only Exercise 2 is provided.

This skill is referred to as SKILL 29 in the Assessment of Written Expression reports.

CAUGHT IN THE TRACKS

There is a railway crossing in the middle of town that needs repairs. One day, on your way to work, you get into trouble there. The newspaper makes a big story out of it. Here is what it says:

CAUGHT IN THE TRACKS

> Our grade 8 reporter almost died today under the grinding wheel of a huge locomotive. As the train raced down the tracks, its bell clanging a warning and sparks showering from the sliding wheels, our reporter struggled to free his two-month-old pup that was caught in the tracks. Only at the last second did the dog's foot spring free and our reporter escape from the onrushing express.

The paper will not be delivered for several days but when it is, and your grandmother reads that story, she is going to be very alarmed. You decide to write her a letter telling her what happened but making it sound a lot less exciting.

ASSIGNMENT: Write to your grandmother telling her what happened at the train crossing. Do not change the facts of the story but tell it in a less exciting way so that she will not be worried about you.

You do not have to write any address. Just start on the story.

SKILL: ADJUSTS TONE TO AUDIENCE

EXERCISE 2: CAUGHT IN THE RACKS

The number of "danger units" required by this scale is high for the nature of the exercise. A new scale would be necessary for establishing any mood other than "danger".

Basis of the scale: Number of 'units' (words, phrases or clauses) which evoke anticipation or danger. Length must be considered.

Scale Point 1: Ten or more units evoking anticipation or danger, OR very short - insufficient material to demonstrate skill.

Scale Point 2: Six to ten units evoking anticipation or danger.

Scale Point 3: Two to five units evoking anticipation or danger.

Scale Point 4: Not more than one unit evoking anticipation or danger.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	17	10	40	31
		*	*	

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Satisfactory level of achievement at this grade level.

SCALE POINT 1

Mother there is a story coming out that said I was almost run over by a train with my dog but I tell you now that I never come near the train. There was wasn't even a train mother, because the train was under repairs, so don't believe those news stories.

SCALE POINT 2

One day I was walking down the tracks and I saw a small pup was trying to get his leg out from under the tracks so I tryed to help the pup when just then I heard the whistle of a train and so I started working faster and the train was coming closer. I heard the engineer slam on the brakes and the trains wheels started shooting sparks I quickly gave a tug on the dogs leg and it came loose. I got out of the way with no injury and the dog got out of the way also.

SCALE POINT 3

Well you ax grandma, spooky (my dog) and I were playing near the tracks just before a bird was on the tracks and the train came straight at us spooky got his foot caught in the tracks just before the train came I pulled his foot out We jumped out of the way and the train passed that was all grandma, nothing to worry about.

Lots of love

Me and Spooky

SCALE POINT 4

Dear Grandma,

Guess what happened to me today? I was on my way to school when I saw a little pup caught in the railroad tracks. The train was still along ways away so I decided to help it get free. As it was caught in there good and I was just getting it loose when the train passed me and started to slow down. The conductor was waving hello and changed his bell just as I got the dog and it jumped free. I was right on my toes. The engineer laughed and the train started on its way again slowly but surely.

Well I'd better be going now. I've got to do my homework.

Love

Jennifer

SUGGESTIONS FOR TEACHING:

(1) For all grades: Dramatization of moods such as fear, anger and joy help develop the ability to emphasize. The teacher might describe a situation to which the children respond. For example, your friend left your new bike on the driveway and it was crushed by a car. Discuss words, facial expressions and actions which would develop the scene.

(2) Have students write an explanation to their parents of an incident in which they were nearly injured on a 10 speed bicycle or on a motorcycle. Remind students that their parents may become concerned and not permit them to use their bike if they become convinced that their bike riding is dangerous.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION

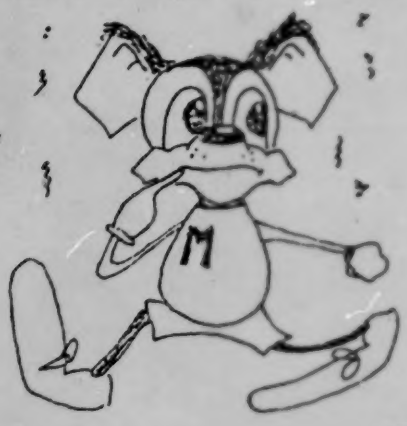
At the Grade 4 level, students are required to select one of two positions from which to write.

At the Grade 8 level students are required to create a problem and supply greater elaboration.

This skill is referred to as SKILL 30 in the Assessment of Written Expression reports.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION

EXERCISE 1: KITTEN



There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION EXERCISE 1: KITTEN

Basis of the scale: Explicit or implicit statement of choice, and number of attributes referred to in support statements. If more than one choice is made or if negative aspects of one prize are given in addition to positive aspects of another prize, count the largest number of support statements for a single prize - do not add together the support statements for different prizes. Count one support statement for each attribute discussed. For example, 'cute and pretty' refer to appearance, 'soft and fluffy' to feel, 'expensive and eats a lot' to cost.

Scale Point 1: Neither explicit or implicit statement of choice.

Scale Point 2: States or implies a choice but does not support the choice, or gives a supporting statement which is unclear or irrelevant.

Scale Point 3: States or implies a choice (either favourable or unfavourable) and supports ONE aspect of the choice - i.e. relevant attribute or consequence.

Scale Point 4: States or implies a choice AND makes support statements referring to two or more attributes.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	4	9	40	46

*

*Interpretation Panel cut-off point.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION

EXERCISE 1: KITTEN

SCALE POINT 1

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

If I were looking for a kitten I will look for it in it might be stuck in a tree and I would help it down. Then I will get first prize.

SCALE POINT 2

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

I think a Kitten would be nice Although your guests would not like it very much

SCALE POINT 3

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

I think a both would be better. So I can race with my friend.

SCALE POINT 4

There is going to be a treasure hunt. First prize is a kitten.

Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

I think it is a good prize because they are soft and cuddly and purr when you pet them. They ~~also~~ also catch mice.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION EXERCISE 2: TEACHER

What Makes a Good Teacher?

Today the editor wants to have an opinion article on page four. She thinks education is a topic which interests many people. She wants you to write about: What makes a Good Teacher? In your many years at school, you've been taught by all kinds of teachers: male and female, old and young, beginning and experienced, strict and easy-going. You think you know a lot about good teaching - and poor teaching.

ASSIGNMENT: Take a moment to think about good teachers you have known. Then give your ideas on what kind of person makes a good teacher, and what kinds of things you think a good teacher does - or should do.

SKILL: MAKES A JUDGEMENT, SUPPORTS AND OPINION EXERCISE 2: TEACHER

Basis of the scale: Number of opinion or judgement statements; degree of elaboration or support.

Scale Point 1: Makes no more than two statements of opinion and provides no elaboration or support.

Scale Point 2: Three or four opinion or support statements.

Scale Point 3: Five or six opinion or support statements.

Scale Point 4: Seven or more statements of opinion or judgement, or statements of supporting detail or elaboration (for example: examples) of opinion or judgement statements.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	13	25	24	30

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*Interpretation Panel cut-off point.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION

EXERCISE 2: TEACHER

SCALE POINT 1

I think
A good teacher is one who is nice but not to slack. A teacher that can mix the right amount of niceness and strictness but not to strict. I liked my grade six teacher. Mrs. because he was nice really nice, and the same time strict. That's a good teacher!

SCALE POINT 2

A good teacher to me is one that I can get along with. A good teacher should allow the class to talk but get mad. let them out of hand. A good teacher should also get along with the students A good teacher should be liked but yet be strict at times

A bad teacher is one who just cannot get along with his students. He won't let the students talk or move around freely. The student therefore hates the Teacher and there is almost a small war between the two.

SCALE POINT 3

I think a teacher should not only be a teacher but also a friend when you need one. A teacher that does things really can make things more clear, the just sending you home with homework. This way you know if you understand it. A teacher should not be strict or be easy. If they are too easy you can get away with more bad, or if they are too strict it makes you feel out of place. A teacher must enjoy being around young people like to be with them and herself. If they don't enjoy them then they should not be teaching.

SCALE POINT 4

In the passed eight years I have been in school, I've had many different teachers. Most men, Fat men, Male teachers female teachers. A new good teacher is one that is strict but has human when called for. A new good teacher is also a good friend helps you in class. He shouldn't be the type that let things slide, or the teacher who hits you and mistreat you constantly. A teacher to be respected are ones who make things easy to understand and when having difficulties will set patiently at a convenient time to discuss your problem. The teacher shouldn't embarrass you because you do something wrong. Instead, he should pull you aside and give you hell but if you need some one. But a real good teacher is a teacher who makes learning fun! This is my opinion of a good teacher.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION

SUGGESTIONS FOR TEACHING:

(1) Grades 1 - 3: The teacher initiates a discussion on a particular topic which may be considered a "value judgement" such as:

- A gerbil makes a good pet
- T.V. is educational
- Skateboards are dangerous

Students contribute 3 or 4 reasons to support their judgement. The degree of individual maturity of the children will determine the extent to which written work is employed.

(2) Grades 3 - 7: Children choose a statement from which they develop a paragraph giving their own opinion and proving it.

Example statements:

Soccer is the best sport.

I like rock music.

Hunting is a good sport.

Homework is necessary.

(3) Grade 3 - 8: Ask children to develop a commercial to sell a bike, car, skateboard or any item of their choice.

(4) Grades 4 - 8: Have children develop a paragraph supporting a particular viewpoint about a character from literature.

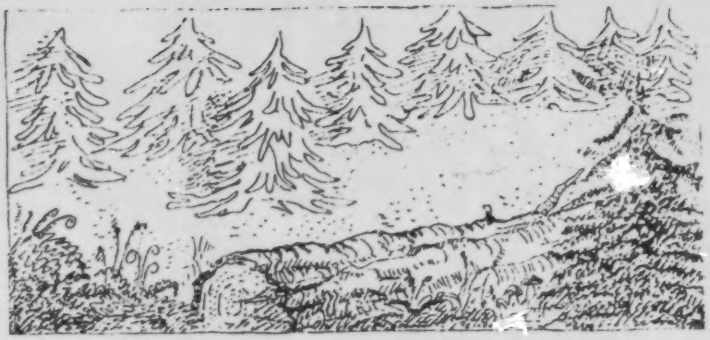
SKILL: SELECTS DETAIL TO SUPPORT A VIEWPOINT

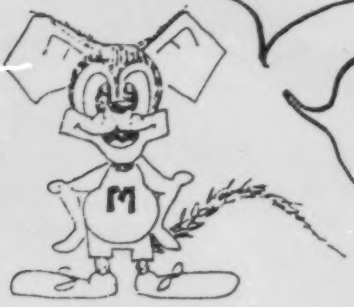
Students are required to write relevant points to uphold or prove a point of view.

In the early school years, it is a "feeling" approach which develops into a factual or "commercial" approach at later grades.

This skill is referred to as SKILL 31 in the Assessment of Written Expression reports.

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?





Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

Basis of the scale: Number of supporting details for stated viewpoint.

Scale Point 1: No supporting detail for a stated viewpoint OR no viewpoint stated.

Scale Point 2: One supporting detail for a stated viewpoint.

Scale Point 3: Two supporting details for stated viewpoint.

Scale Point 4: More than two supporting details for a stated viewpoint(s).

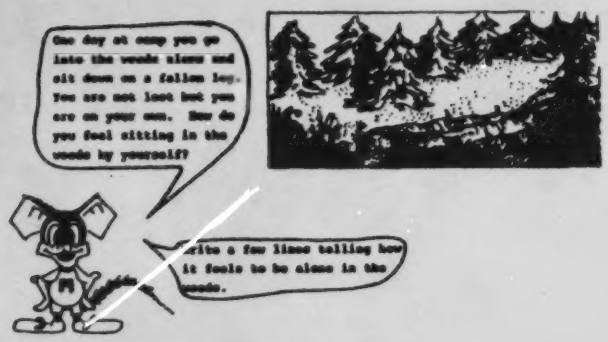
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	38	42	14	6

*

*Interpretation Panel cut-off point.

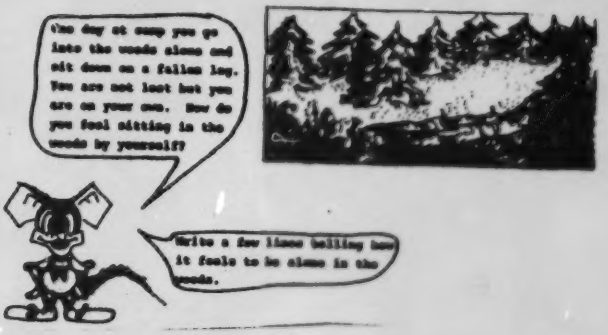
SCALE POINT 1


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

I would feel alone, scaredy and fun and scaring, lonely and weird.

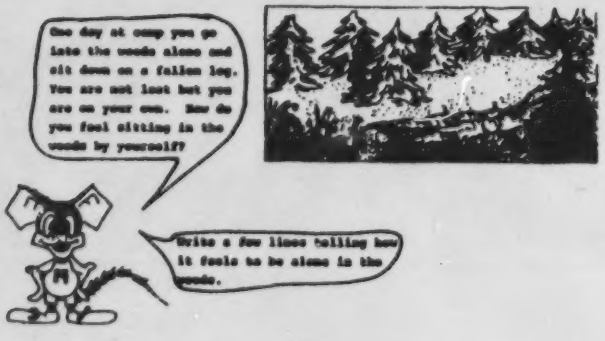
SCALE POINT 2


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It would feel very scarey to be alone. I would be wanting my mother or my father. If I was alone I would be very lonely and very scared.

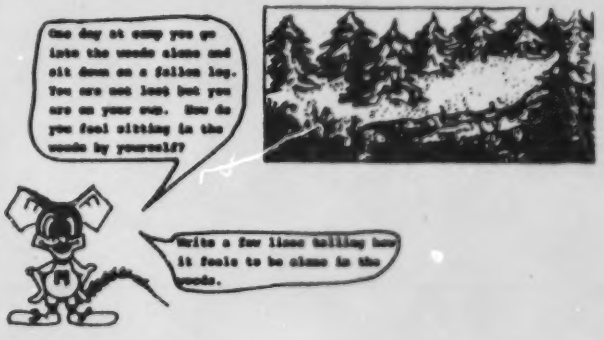
SCALE POINT 3


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It looks awful because you don't have anyone to talk to. Plus a bear might sneak up on you.

SCALE POINT 4


One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?
Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It is very calm. The birds are singing. Nobody is around to talk to. Sitting there in the woods watching the living animals move about. Just sitting on a log thinking. The air around you is really very fresh. It is very nice to just sit in the woods all by yourself.

Car for Sale

The first writing you do for the newspaper is an advertisement for your sister's car. She has gone to nursing school and says if you can sell her 1965 Datsun you can keep all the money you get over $200.00. It's a small sports model with a stick-shift and a new paint-job: orange with a white racing stripe. The four-cyclinder engine uses a lot of oil, but it still gets 30 miles (50km) to each gallon of gasoline.

Under the paint, the body is rusting away and the clutch is worn. However, the upholstery is good and the radio works well. There are new snow tires on the back but the front tires need replacing. There is only one crack in the windshield and it's on the passengers side.

ASSIGNMENT: Write a Car for Sale advertisement. Do not lie, but include as many details as you think will help sell the car. You can use no more than 35 words so choose your words carefully.

1) Write a rough draft on scrap paper.

2) Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Basis of the scale: Number of positive details; accuracy of information; absence of negative details; omission of irrelevant details.

Scale Point 1: Three or fewer positive points stated, or includes a great deal of negative detail. Includes inaccurate, misleading or irrelevant details.

Scale Point 2: At least four positive points mentioned. May contain some negative details.

Scale Point 3: At least six positive accurate details are presented. No inaccuracies or irrelevant detail. Little or no negative detail.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	27	30	42
		*	*

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Satisfactory level of achievement.

SKILL: SELECTS DETAIL TO SUPPORT A VIEWPOINT

EXERCISE 2: CLASSIFIED AD

SCALE POINT 1

Write a rough draft here:

Car for Sale

The cars is a 1973 dodge, with good gas milage. It is a six-cylinder uses very little oil. The upholstery is good. Under the paint, it is in good condition, but the left rear has a little rust.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Car	For	Sale		
The	Car	is	a	1973
dodge,	with	good	gas	milage
It	is	a	six-cylinder	uses
very	little	oil.	The	upholstery
is	good.	Under	the	paint,
it	is	in	good	condition,
but	the	left	rear	has rust

SCALE POINT 2

Write a rough draft here:

Car For ~~Sale~~

An Orange 1965 Datsun with racing stripe. A four-cylinder engine gets 30 miles to a gallon. Radio works well enough but needs new front tires and a crack in the windshield

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

	Car	For	Sale	
~~An~~	~~Orange~~	~~1965~~	~~Datsun~~	~~with~~
An	orange	1965	Datsun	with
sporty	racing	stripe	A	four
~~cylinder~~	engine	gets	30	miles
per	gallon.	Radio	works	fine
Car	needs	new	front	tires
and	theres	a	crack	in
the	windshield			

SCALE POINT 3

Write a rough draft here: Car for sale:

A 1965 Datsun comes with a stick shift, new paint job, four cylinder engine, which gives 30 m/g. It also has a new radio, a new snow tires.

All of this at 4 for only $6000.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

CAR	FOR	SALE:		
A	MUST	DATSUN	COMES	WITH
A	STICK	SHIFT,	NEW	PAINT
JOB,	FOUR	CYLINDER	ENGINE	WHICH
GIVES	30 MPG.	IT	ALS	HAS
A	NEW	RADIO,	AND	NEW
SNOW	TIRES	ALL	AT	THIS
AT	ONLY	699.99		

SUGGESTIONS FOR TEACHING:

(1) Grades 1 to 3 - The teacher initiates a discussion on a particular topic which may be considered a "value judgement", such as:

- a gerbil makes a good pet
- T. V. is educational
- skateboards are dangerous

Students contribute 3 or 4 reasons to support their judgement. THE degree of individual maturity of the children will determine the extent to which written work is employed.

(2) Grades 3 to 7 - Children choose a statement from which they develop a paragraph giving their own opinion and proving it. Example statements:

Soccer is the best sport.

I like rock music.

Hunting is a good sport.

Homework is necessary.

(3) Grades 3 to 8 - Ask children to develop a commercial to sell a bike, car, skateboard or any item of their choice.

(4) Grades 4 to 8 - Have children develop a paragraph supporting a particular viewpoint about a character from literature (e.g. the character is fair or clever).

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

Teaching the concept of "a sentence" logically precedes the teaching of this summarizing skill, particularly in the earlier school years.

In Exercise 1 students are given specific directions as to the essence of an idea. In Exercise 2 students must <u>both</u> identify and summarize the idea.

This skill is referred to as SKILL 32 in the Assessment of Written Expression reports.

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of <u>one short sentence</u> to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

This reliability of these scales is dependent upon the development of the concept of a sentence.

Basis of the scale: Communication of the message in a single sentence.

Scale Point 1: Does not recognize and communicate the essential elements of the message (warning) AND does not use a single sentence.

Scale Point 2: Communicates the essential elements of the message (warning) but does not do so in a single sentence.

Scale Point 3: Does not adequately communicate the essential elements of the warning, but does communicate part of the message IN A SINGLE SENTENCE.

Scale Point 4: Recognizes and communicates the essential elements of the message (warning) in ONE sentence.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	9	48	12	29

*

*Interpretation Panel cut-off point.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 1: POSTER

DW 129

SCALE POINT 1

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Don't sleep in the woods.
Don't Play in the woods.
Don't camp the woods
And don't feed the Bears.

SCALE POINT 2

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Beware of Bears they can eat your family.

SCALE POINT 3

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Beware of this mouse eating Bear

SCALE POINT 4

You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.

Keep away from hungry bears!

As a reporter you must listen to people and make notes on what they say. To give yourself practice you sit in on a discussion of homework. Each student has several ideas. You listen carefully and try to summarize, in one sentence, his or her main idea.

ASSIGNMENT: Read each student's comments. Try to summarize his or her main idea in one sentence.

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea

_____

_____

_____

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea

_____

_____

_____

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea

_____

_____

_____

Basis of the scale: Three basic considerations: effective summary; satisfaction of the one sentence condition; number of speakers whose views are satisfactorily summarized.

Scale Point 1: None of the three viewpoints satisfactorily summarized. One may contain the main idea, but vaguely stated with interpretation required.

Scale Point 2: An attempt at summary of two or three of the viewpoints but not in one sentence each.

Scale Point 3: One of the viewpoints is satisfactorily presented; one main idea in one sentence.

Scale Point 4: Two of the three viewpoints are satisfactorily presented, each with the main idea in one sentence.

Scale Point 5: All three viewpoints are satisfactorily summarized, in one sentence each.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	18	10	35	25	11

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*Interpretation Panel cut-off point.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 2: HOMEWORK DW 132

SCALE POINT 1

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea: Rolf saying that you can have pleasure after you do your homework

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea: Gil is saying that she doesn't have the time

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea: We get to much homework.

SCALE POINT 2

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea: getting his homework done, planning when to do his homework

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea: Not having enough time to do homework

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea: We should only have a little homework. There isn't enough time to read in school

SCALE POINT 3

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea: Rolf does his home work one hour before going to bed and one hour after school so he can still have fun but get everthing dont.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea: Work around the house is more important then any homework.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea: People can't avoid homework but she does it anyway

SCALE POINT 4

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea: work for an hour then about 5 hours later go back and do more work.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea: He one is to busy for home work and says we shouldn't have it.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea: We should have homework because you sometimes can't get everything done in class.

SCALE POINT 5

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea: He's saying that if you're organized you can get more homework done in less time.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea: He's saying that she has too many other responsibilities and doesn't have time for it.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea: She's saying that we should do homework because we have a little time to do it in school.

SUGGESTIONS FOR TEACHING:

(1) Grades 1 and 2 - Place several objects on the table (or use pictures). Students must identify certain objects according to given criteria. For example, use an umbrella, some kleenex, sun glasses, and a pencil. Have students identify the most important thing if it's raining, the most important thing if it is a sunny day, the most important thing with which to write grandma, the most important thing if you have a cold. This exercise in sorting is a preliminary process to summarizing.

(2) Grades 3 to 6 - The teacher supplies sentences on a specific topic. The students make up one sentence of their own to tell the essence of what they have read.

i.e. (1) Bears have been know to attack without warning.

(2) They are from 75 to 400 kg and need lots of food to give them energy.

Summary: Bears are dangerous.

(3) Grades 6 to 8 - Have students write short stories on their own choice of topics. After each student reads his story the class writes a one sentence summary of it. The student must decide if in fact he receives a suitable summary from the class.

SKILL: ORGANIZES DETAILS AND IDEAS

At the grade 4 level the focus of organization is sequencing whereas at the grade 8 level the focus is classification. Students should be made aware of the usefulness of transitional words which facilitate organization.

This skill is referred to as SKILL 33 in the Assessment of Written Expression reports.

We're having a contest to see who can make a crazy sandwich. Look at the pictures and choose four things you would put between your slices of bread.

First I want you to circle the four things you will put between your slices of bread. Then write carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

The reliability of the Grade Four scale is dependent upon teacher clarification of directions. For example, the student must select four ingredients in addition to beginning and ending his sandwich with bread.

Basis of the scale: Inclusion of selected ingredients in logical sequence.

Scale Point 1: The sequence is completely illogical.

Scale Point 2: Either omits a selected ingredient or include all ingredients but one or two of these are not in logical order.

Scale Point 3: All selected ingredients are included in a logical sequence.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	24	47	28

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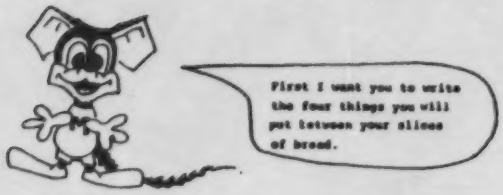
*Interpretation Panel cut-off point.

SCALE POINT 1

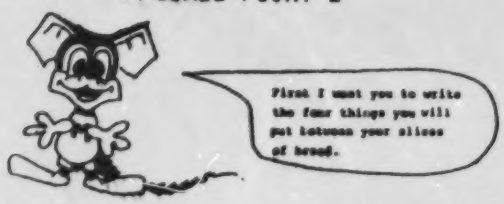


1. shreey 2. corn flakes
3. chocolate 4. sseeubreey

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

I put one piece of ham on and two eggs and some lices and some corn.

SCALE POINT 2

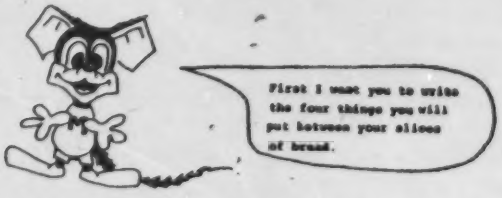


1. Banana 2. egg
3. ice cream cone 4. grape

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

First aust a piece of bread down, next sliced bananas, then a hard boiled egg, then an ice cream cone, finally some grape.

SCALE POINT 3



1. chocolate 2. ketchup
3. corn Flakes 4. Honey

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Ask a Frend put down the piece of bread. Then put honey and then the ketchup then you put some lite of chocolate and sprinkle some corn Flakes on it. Then put on the last piece of bread.

Cathy of C.K.G.E.

On your first day as a reporter the editor puts you right to work. The local radio station is offering free record albums to the first 50 students who recognize Cathy of C.K.G.E. and challenge her by saying, "You are Cathy of C.K.G.E." The Fraser River Times has agreed to print her description, but they can't print her picture.

To help students identify her, you are given this photograph and asked to write a careful, detailed description of what Cathy looks like and what she is wearing

ASSIGNMENT: WRITE A DETAILED DESCRIPTION OF CATHY AND WHAT SHE IS WEARING. ORGANIZE YOUR DESCRIPTION SO THAT THE STUDENTS WILL REMEMBER THE DETAILS.

This scale demands a fairly sophisticated degree of competence in this skill (perhaps too much so for the Grade 8 level).

Basis of the scale: Organization into three clusters: physique; face and hair; clothing.

Scale Point 1: No organization - simply a list of descriptive words and phrases.

Scale Point 2: One cluster developed.

Scale Point 3: Two clusters are developed. No more than two 'strays'.

Scale Point 4: All three clusters are present, each with complete unity - i.e. no strays.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	39	28	25	7

*Interpretation Panel cut-off point.

SCALE POINT 1

She got long brown hair, she's the average hight, she's quite pretty

SCALE POINT 2

She has hair down to her middle of her back. Her eyes are big. She has a stubby nose and a smile that would make you red allover. Her eyebrows are thick at the begining and thin out at the end. She has no pimples etc. Cathy is wearing a Spring Coat with a high waist band, she has 4 buttons It is a striped coat. Cathies hight is about 5'9in She has a part in the middle of her hair. Cathies hair is wavey. She has a long neck

SCALE POINT 3

Cathy has long brown hair which is parted in the middle. Today she is wearing a dress with diagonal checkers from the picture it looks like the colours are fairly pale there is buttons down the front, leg with cloth covering them there is a solid coloured material going around her waist and up the front and into a big long round color there was no any colours just there (black and white picture) her dress is gathred at the waistline or a little below. She is not fat or skinny, a just right.

SCALE POINT 4

Cathy is a young, pretty girl of medium height. She has an oval shaped face with a stubby nose, a cute dimpled smile, and dark friendly eyes of brown. Her eyebrows are quite high above her eyes and they are made to look very dark. Her hair reminded of a peculiar color appearing to be "dark". She has long, blond, dark hair reaching just past her shoulders. She is wearing a dress of plaid material with features such as puffed long sleeves, pleats in front of skirt and a long row of buttons running vertically from top to bottom in the front of the dress.

SUGGESTIONS FOR TEACHING:

(1) Grade 1 to 3 - Provide a series of pictures of clothing in a similar manner to that of exercise one. The students select several articles and then explain how they would put them on. Oral exercises of this nature are useful introductions to this skill.

(2) Grade 3 to 8 - The teacher supplies a picture of a person. Three categories are supplied as a framework for the student to logically organize his ideas: e.g. physique, face and hair, clothing.

(3) Grade 6 to 8 - The teacher writes a synopsis of three common fairy tales, and then separates the sentences by cutting them. The students are required to:

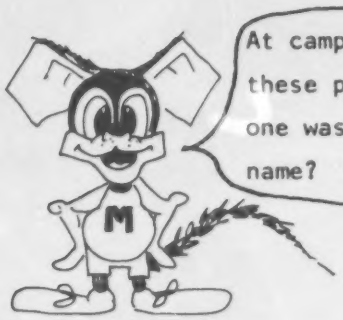
a) sort the sentences into the appropriate story categories and

b) arrange them into logical sequences.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

Students must be made aware of various personality traits in order to identify those which they find attractive.

This skill is referred to as SKILL 39 in the Assessment of Written Expression reports.



At camp you got to know one of these people really well. Which one was it? What was the person's name? What was he or she like?

I want you to tell me about this friend, and what you liked about him or her.

Basis of the scale: Number of details or generalizations which related to the friend's actions or personality. The word "nice" is not to be counted as an acceptable detail.

Scale Point 1: Fewer than three acceptable details or generalizations.

Scale Point 2: Three or four acceptable details or generalizations.

Scale Point 3: Five or six acceptable details or generalizations.

Scale Point 4: Seven or more acceptable details or generalizations.

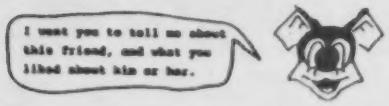
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	54	25	10	4

*

*Interpretation Panel cut-off point.

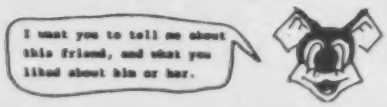
SCALE POINT 1



My Friend at Camp Elmwood

My friends name is Allison, she's really nice but she gets upset easy. She has a sister named Linda, We were very close friends

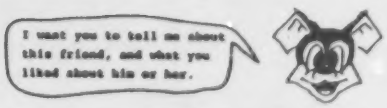
SCALE POINT 2



My Friend at Camp Elmwood

In Camp Elmwood I met a boy named Peter. The thing that I liked about Peter that he likes sports alot as much as I do. He is pretty nice to me. He likes sports alot. He likes model planes so do I.

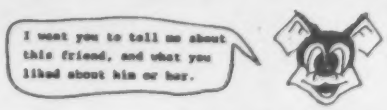
SCALE POINT 3



My Friend at Camp Elmwood

My friend at camp Elmwood was was Fred. He was nice and kind, he swam with me, and hiked with, and played with me. We had fun at Camp Elmwood. Then before we left we went and had lunch together with the other children.

SCALE POINT 4



My Friend at Camp Elmwood

At Camp Elmwood I got to know as boy name Peter. He name is short for Peter. He has brown hair blue eyes and is very big for his age. He is ten years old the same as me. He likes the same sports as me swimming, soccer, boating, base ball and running. He likes playing around with radios. He likes me and I like him. He is fun to play with.

Parent of the Year Award

The Fraser River Times is going to present an award to the Parent of the Year. You know someone you think really deserves the award. You decide to submit an entry, describing this outstanding mother or father. You'll need to concentrate on the parent's personality and give examples of things she or he has said and done.

ASSIGNMENT: Write about a parent (real or imagined) whom you think is outstanding. Explain why he or she should win the award. Be sure to give examples of things this parent has said and done which will help to show the judges the kind of person he or she is.

Only details supporting generalizations are to be counted.

Basis of the scale: Number of details presented to convey personality or support generalizations about personality.

Scale Point 1: Presents no more than one detail to support generalization about or convey personality or personality trait.

Scale Point 2: Presents two details to support or convey personality or personality trait.

Scale Point 3: Presents three or four details to support or convey personality or personality trait.

Scale Point 4: Presents five details to support or convey personality or personality traits.

Scale Point 5: Presents six or more details to support or convey personality or personality traits.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	13	19	40	10	10

*

*Interpretation Panel cut-off point.

SCALE POINT 1

I think that my mother should be chosen Parent of the Year because she is kind, considerate, patient and very clever, caring and nice

Yours sincerely
Theresa

SCALE POINT 2

I think that my mother should be present with 75 Percent of the Year because she always helps me as a friend to say something and she is always willing to help out in school activities.

SCALE POINT 3

Joe Blow
4214 Bub St.
Blobby, B.C. Canada
V8A-3X4

Dear Sirs,

I am submitting this entry for the "Outstanding Parent" Contest. I have chosen this parent as my selection. Let me tell you about this parent. She is the kindest lady I have ever known. Every time I go with Tim her and to their house, she always has some kind of snack for us. She isn't the busy-body kind of mother who wants to know every single thing your going to do and why. But she is concerned for your safety. She isn't the kind of mother who nags you all the time either. She just reminds you I think she is the best mother in the world and I hope you think so too.

Sincerely,
Joe

SCALE POINT 4

Dear Sir,

I would like to submit an entry to the "parent of the year." I know of a parent whom I think will qualify this position. His name is Nancy Hawksbill. She has helped on many committees and has offered her services without any thought of a returned favour. When our baseball team lost a game (she did, was another thing she did to help) she cheered us up by saying it was only a game etc." she doesn't just help in sports but when we need a drive to a party she is always there to help with no complaining. If we need to take some sweets to a meeting she is more than happy to help. I think this lady really deserves this award.

SCALE POINT 5

Dear Sir,

I am submitting an entry for the "Parent of the Year Award" for my aunt, Valerie Rose. Aunt Valerie lives on a farm. She has three children but she always seems to be adopting he children friends for a short period of time. She is very kind and understanding. She does a lot of work around the farm, and is involved in many things in the community. She is a member of the PTA, she is a girl scout leader, and she sponsors many fund to raise money. She will help anybody she can, and will always go out of her way to do it. Every Wednesday she goes to a quilting party, and on Monday she has most of the women in the community over to her house for bridge games. She goes to church and is on there. she is a Sunday School teacher and the choir director. She is a very hard worker, and she keeps her house always very neat and tidy. Many people question her on how she does everything. She always replies, "I love life and I thrive in my life work to become. So and busy no matter how with I get." She has three children. Two boys, one twelve and one seven, and one little girl who is six. Aunt Valerie sits down in every night after supper is cleared up and helps her two boys with their homework. She always spends a lot of time with them, because she always says, "I want my children to grow up right!" Thus Rose is the kindest, most unselfish person that I have ever known. For this reason, I feel that she should be awarded "Parent of the Year".

Sincerely,
Chris

SUGGESTIONS FOR TEACHING:

(1) Grade 1 to 3 - Stories about personified animals are frequently less complicated for younger children to study in identifying characteristics of personality. The characteristics of the animal may be listed by the class and then individuals may suggest people they know who have similar traits.

(2) Grade 4 to 8 - Students may be asked to "construct" a friend by combining the best qualities of a few people they know and like.

(3) Grade 6 to 8 - Given a personality trait, the students must write a paragraph describing a situation which illustrates the person exemplifying the trait.

SKILL: ORGANIZES EVENTS IN A PLAUSIBLE SEQUENCE

The word "plausible' is the key to this skill. In Exercise 1 the students must number the pictures first, thus establishing their own sequence.

In Exercise 2 the sequence is "fixed" due to the nature of the task.

This suggests that between the Primary years and the later Intermediate years the student's perspective must move from an interpretive "make-believe" sequence to an ordered, more universal sequence.

Due to the implicit correct sequence in Exercise 2, it is recommended that prior to introducing Exercise 2 the teacher allows each class member to operate a record player similar to that shown in the diagram.

This skill is referred to as SKILL 42 in the Assessment of Written Expression reports.

When Franco stayed at camp he did a silly thing and he had a narrow escape.

The pictures show what happened but they're in the wrong order. Put a number by each picture, showing what you think happened first, second, third and fourth.

Now write the story the pictures tell you.

Basis of the scale: Plausibility of sequence and relation to the four pictures. The four picture themes are (1) helicopter/ plane rescue (2) boy falling from boat (3) boy paddling (4) telephone.

Scale Point 0: All stories which may or may not have a plausible sequence but are unrelated to the theme of an accident in the water.

Scale Point 1: Story is based on the pictures but the sequence is not plausible.

Scale Point 2: A plausible sequence about an accident in the water which includes ONE picture.

Scale Point 3: A plausible sequence based on two picture themes.

Scale Point 4: A plausible sequence based on three picture themes.

Scale Point 5: A plausible sequence based of FOUR picture themes.

PROVINCIAL RESULTS (Grade 4)

Scale Points	0	1	2	3	4	5
Percent of Students	2	4	<1	3	9	73

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Franco's Narrow Escape

Franco knew it would three people time to go swimming and looking isn't to wanted so badly because it was so hot. Then a bad thought came he head. As the other people came by swinging swam he would under one will not being noticed.

SCALE POINT 2

Franco's Narrow Escape

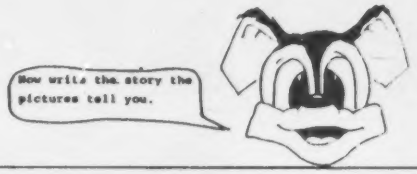
The first one is phoreny The Second one is fallingout of the helecoptor the third one is paddling very hard The fourth one he is falling out of the boat

SCALE POINT 3

Franco's Narrow Escape

The boy went in a boat by himself and then he fell out of the boat and he fast start drowned then he was safe again.

SCALE POINT 4



Franco's Narrow Escape

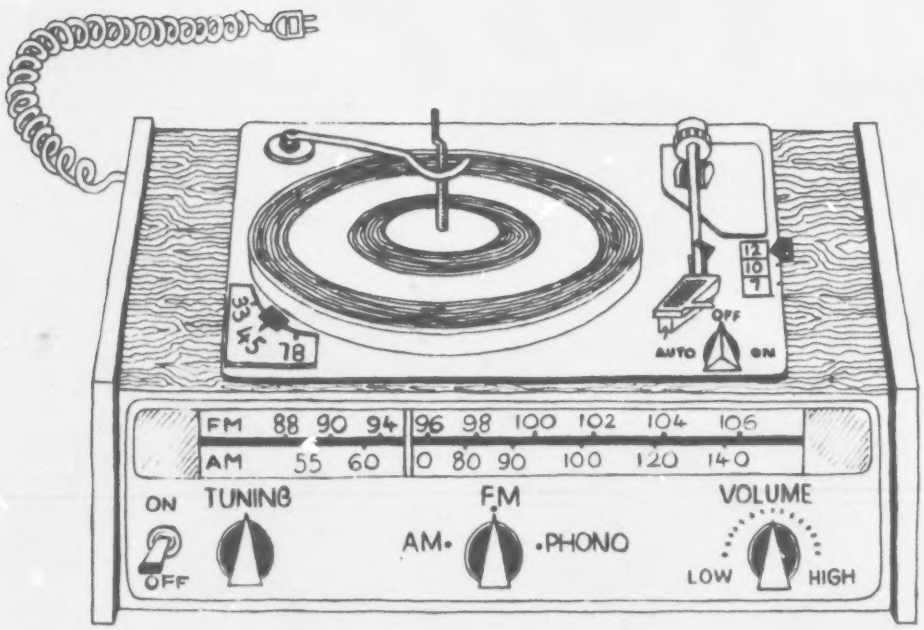
franco was standing up in a canoe Then he slipt and fell in the water someone saw what happend and called for help

SCALE POINT 5

Franco's Narrow Escape

Franco saw a baby alligator and he wanted it. So he took a net to get the baby. But he hit a rock and Franco fell off a boy saw him falling of and called the mounted police and they came to save help Franco by helcopter and he was saved.

Using a Record Player



Because you have to work after school, you can't be at your class' Spring Party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records, 33 r.p.m. for 12" records.

ASSIGNMENT: Write a set of instructions for using the record player shown in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

Suggestion to Teacher: This scale could be improved were the teacher to allow more leeway in sequencing at each scale point.

Basis of the scale: Number of steps; logic of sequence. Steps must be given in order specified.

Constants: (1) plug in (2) turn on power

Variables: (these may occur in any order, but must come BEFORE the next two constants) (a) adjust speed (b) adjust size (c) adjust selector knobs (d) position records.

Constants: (3) set to auto/start (4) adjust volume

Scale Point 1: Four or more steps are omitted or not in the specified sequence.

Scale Point 2: Three steps are omitted or not in the specified sequence.

Scale Point 3: Either one or two of the steps included in the response are not in the specified sequence, or two steps are omitted.

Scale Point 4: All steps mentioned are in the specified order. No more than one step may be omitted.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	37	18	29	14

*

*Interpretation Panel cut-off point.

SKILL: ORGANIZES EVENTS IN A PLAUSIBLE SEQUENCE

EXERCISE 2: RECORD PLAYER

SCALE POINT 1

Before using get new needle size 164B. Don't put volume over 11 notches, it will blow the speakers. Be careful with the on/off switch its loose. 7" records are played at 45 rpm, 12" records are played at 33 rpm
Have fun.

SCALE POINT 2

Using a Record Player.

I had to work late and I promised the record player to the dance committee ~~[illegible]~~ I didn't know who would be operating it so just in case they didn't know how I left a set of instructions. That is each ~~[illegible]~~ To operate, flick the button ~~[illegible]~~ and then turn the top button to auto and release it will automatically go on by itself. For 45 records change it to seven inches and for 33 records change it to 12 inches, for 78 records change it to 10 inches and make sure the machine is plugged in and the records are carefully dusted off and the needle head is clean. Raise the arm before putting the record on and ~~[illegible]~~. Then lower it. Make sure the dile is turned to auto.

SCALE POINT 3

Instructions

① Plug in Record set.
② Turn it on.
③ For records turn switch to phono.
④ Put volume on your own accord.
⑤ For 7" 12" records put switch at 33 R.P.M. For small 7", put it at 45 R.P.M.
⑥ Put on Record, and put handle down.
⑦ Push switch to on and place needle on first song on record.

To Put Away.

① Take record off. ~~[illegible]~~
② Turn off on switch
③ Unplug and put a on lid.

SCALE POINT 4

Using a Record player

- make sure the player is plugged in
- make sure you know what speed it should be on: 45 rpm for 7" records, 33 rpm for 12" records
- flip the switch on the left side that says: on - off. - put the middle switch on phono
- put the record on the steel stick
- turn the switch on the top of the player to the left to auto
- do not put the needle on with your hand it will do it automatically
- adjust the tuning and volume to your liking

SUGGESTIONS FOR TEACHING:

(1) All grades: The teacher should forewarn students of the idea of fixed and fluid reference points in a sequential description, (some must be done first - you put on socks before shoes).

(2) Grades 1 - 2: The teacher supplies a worksheet of pictures of articles of clothing. Students cut out the pictures and arrange them in a logical sequence for dressing.

(3) Grades 3 - 5: The teacher supplies a worksheet with a simple recipe typed up in a random order. Students read each statement carefully and establish a logical sequence.

(4) Grades 6 - 8: The class is asked to help write a "How To" book. Each student is requested to submit a unique "How To" article. Particular attention must be given to sequential organization.

TEACHING AND EVALUATING
STUDENT WRITING

Narrative Writing Skills

Elementary Grades

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

183

NARRATIVE WRITING SKILLS

(ELEMENTARY GRADE LEVELS)

TABLE OF CONTENTS

Introduction N1

Grade 4 Exercise N2

Grade 8 Exercise N4

Narrative Writing (Scaled for Overall Effectiveness) N5

Subscales: Originality N22

Organization N27

Sentence Structure and Usage N32

Spelling N42

Handwriting N51

Punctuation and Capitalization N59

NARRATIVE ESSAY WRITING

The Narrative (and Expository) Writing exercises, as developed by the Assessment Contract Team, were designed to elicit from students a composition several paragraphs in length. When the student responses to these exercises (also called Global Writing exercises) were assessed, the first rating assigned reflected the overall effectiveness of the story or argument. This type of grading is also called holistic marking. Later, these essays were re-examined for certain specific skills required in longer pieces of writing. This was accomplished using a number of "subscales". Both types of scale are included in this package.

This package of materials contains:

1. Narrative exercises 1 and 2 (including the Exercise 1 poster, "Marty Comes to Our School").

2. Marking scales for measuring "overall effectiveness' of a piece of narrative writing at both of these levels.

3. Sample papers for each scale point.

4. Marking scales for marking certain specific skills, along with sample papers for each scale point.

5. Suggestions for fostering creativity and competence in writing in the classroom.

Please note that specific grade level reference has been minimized to permit more flexible use of these materials. The exercises, scales, and sample papers have been labelled as follows:

Exercise 1 - Corresponding to Grade 4

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12 (not included in this package)

During the provincial assessment, Grade 4 students were given approximately 35 minutes in which to complete their stories. Grade 8 students were given a choice of either a narrative or expository topic and had about 55 minutes of writing time.

NOTE: Expository Writing is not discussed in this package as it was not assessed at the Grade 4 level. Expository exercises 2 and 3 are included in the Secondary Resource Materials package.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

Introducing the Story Writing Exercise

In order to compare stories, it is best to have them written on the same topic. Aim to help all students to write but avoid helping some more than others. The poster entitled Welcome to Camp Elmwood may be helpful in setting a scene for writing. The theme throughout the grade four exercises is related to Marty Mouse and an outdoor camp. The second poster entitled Marty Mouse Visits Our School sets the theme for the story writing section. Reading or telling the class the following information may help them organize their thoughts and identify a way to begin their story:

- Today we are supposing that Marty comes to visit us. He comes to our school and while he's here something exciting happens to him: He has an adventure!

- Remember that Marty can talk and is very clever, but he's only a mouse.

- I'm going to suggest some things that might happen to Marty in his adventure; I want you to listen and choose one or two for your story.

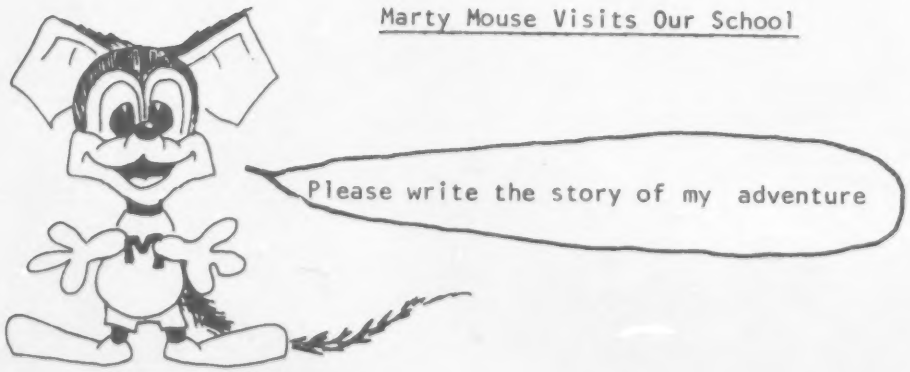
- Do you think Marty might get into trouble with some children? or one of the teachers? or the janitor? or the principal?

- Could Marty have an adventure with one of the pets we keep in the classroom?

- Think about the many places where Marty might have an adventure: in the gym, the staff room, the office, the library. Perhaps it would be in a cupboard, a desk, a pocket or a shoe!

- Here's what I want you to do. Think about Marty Mouse coming to our school. Think about an adventure he might have while he's here. Maybe your story will have something in it that I suggested; maybe it will be all your ideas. Write the story of Marty's adventure.

Marty Mouse Visits Our School



What's the Story?

Problems are a part of life. Everyone faces them almost every day. Sometimes problems are large but often they are small: something we need or would like to have, something we don't want to do, or something we forget to do. Sometimes it is another person who is making us sad or we are making them angry! Whatever the problem is, it makes a story.

ASSIGNMENT: Look at the people in the photographs. Each of them has a problem. Choose the one person you want to write about and decide what the problem is. Now write a story telling about this person, the problem, and the solution. You may add any other characters you need.

Try to make your characters and story as realistic as possible.

NARRATIVE WRITING

(SCALED FOR OVERALL EFFECTIVENESS)

In using the following scales and samples of student writing, please refer to exercises 1 and 2, which are on pages N3 - N6 of this package.

Both scales (and the scale discussion for Exercise 2) are extremely useful for both teaching and evaluation purposes. They should be applicable in virtually any situation or topic involving narrative writing.

Although both scales have nine scale points, there is no example in Exercise 2 for scale point 9. This is due to the fact that none of the papers which were graded on three separate occasions seemed to fit the demands of that scale point (at least, in the judgements of all three markers).

This skill is referred to as SKILL 50 at the grade 4 level and as SKILL 60 at the grade 8 level in the Assessment of Written Expression reports.

DISCUSSION

Each paper should be read quickly and an immediate reaction registered in terms of its overall impact upon the reader. Do not attempt a detailed analysis of the piece; check your assessment by comparing a composition with the scale examples. The following are general indicators only. They focus upon quantity of ideas or detail, organization and error - frequency only because these are jointly influential in affecting the reader's impression of the story.

Scale Point 1: Very few ideas and these are expressed in confused or fragmentary syntax.

Scale Point 2: Very few ideas; numerous weaknesses but the gist is fairly clear.

Scale Point 3: Very few ideas but greater detail. Poor expression but gist is fairly clear.

Scale Point 4: A greater range of ideas but poorly sequenced; little elaboration; numerous errors.

Scale Point 5: Several ideas in clear sequence. However, ideas not very detailed or interesting.

Scale Point 6: Several ideas in clear sequence with occasional interesting detail; numerous errors.

Scale Point 7: Contains a lot of ideas but the development is confused or unbelievable and there are many errors.

Scale Point 8: Has four or five ideas tied together in a believable sequence but there are frequent errors.

Scale Point 9: Tells a story with several ideas developed in a believable sequence and with very few (or no) errors.

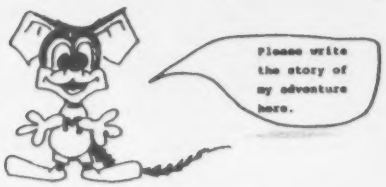
PROVINCIAL RESULTS (Grade 4)

Scale Points	0	1	2	3	4	5	6	7	8	9
Percent of Students	--	6	9	15	16	14	14	8	11	4

*

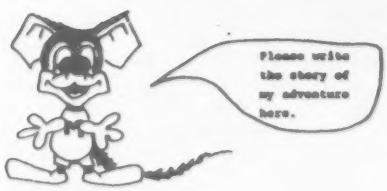
*Interpretation Panel cut-off point.

SCALE POINT 1



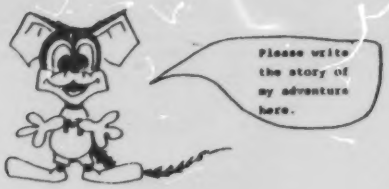
Ona day Marty Mouse came to our school. ~~Where is the he,~~ ~~a~~ principal said The chinden are mad, just then Marty came in the ~~rong~~ door and chinden were yelling Then then he said I am mad said Marty I am going to the office to talk to the principal at about the bad side t it was a just a mas, he said in a anger face t Then Marty ~~was went~~ left the ~~room~~ he said over and over I am mad He was in the hall and saw a sign it said library and it sign again and it said 'quit' then he said the principal office He walk and yelled I am mad about the bus, the librarian said go to the principal office she yelled in his principal office, no it is not.

SCALE POINT 2



One day Marty Mouse come to our school. After mate we have lunch Marty had brow lunch so he sneak into the staff room and took the principals lunch. The principal was looking for his lunch all over. Marty gobbled up the lunch so fast every body thought he did not even eat then the principal asked Marty what he ate Marty said "A sandwatch and a apple" The principal said "A thief" Marty was so surprized he got his ~~bag~~ bag and ran and Marty never came to school again

SCALE POINT 3



Marty is in the Dock
On Monday Marty came to our School. ~~And~~ Moby did not no that a mouse was coming to there school. So Marty hid in Joes desk. Then after Joe found out Marty was in his desk. Into Friday. The principal found ~~of~~ out that Marty gave Joe answers to his work. Then Joes and Marty ~~was~~ ~~away from home~~ ~~school~~ got kit out of school & after that they ran a form the School. And lived in the forest. And they seen a river nee by. So marty and Joe went to get a dock. And a big wave grabed them and took them down the stream. The Janitor was fishing in the same river with a ~~canoe~~ canoe. He saved them by ~~grabing them by the hand~~ grabing them by the hand. And then marty and Joe ~~went~~ went back to school. And said to the ~~prin~~ principal that there sorry that Marty ~~told~~ told to do his work. And they never run away from school again.

The End

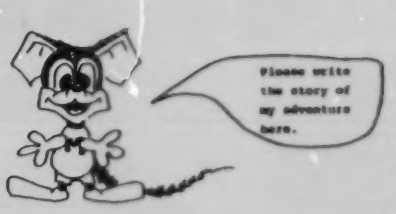
SCALE POINT 4

One day Marty came to our school ~~with~~ when ~~got out pulling~~ so he was in the ~~janitors~~ janitor the janitor swept him in the can. When Marty got out he went to the gym and got lock in. The next or the people used him as a ~~puck~~ ~~went~~ When he got a way his ~~was all~~ bones were broke and stained and so he could not move. Then a nice sweat come and save him so she and she "You poor little mouse", said the girl Marty just fell asleep and she took back to our room.

When Marty was here he had ~~an~~ a nother adventure with the geabulls in the office it happen like this. One ~~Miss~~ Miss Donovan went to the office. Marty and the twin geabulls hung to from her pants when they got to the office they jump off and hid Kids in the cupboard. One day some body and told us were they hid and everybody was proud.

The End

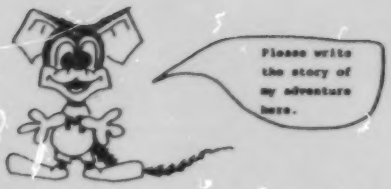
SCALE POINT 5



Marty Mouse is coming to our (Sch) school today said the (A) teacher here he comes now. Marty this is your class. Your desk is over here. So he sat down. Then he started talking. Hi what's your (M) name. My name is Dawn she said. You're (Aw) lucky because you know all about summer said Marty. All the sudden the (Aw) buggers rang and Marty jumped up and yelled fire! No said the (A) teacher (Ar) that the buggers. When he got outside he met Janet, Beth, Heather and Carrie. He played with all of them. The game he liked mostly was tetherball. All was time to go in. We all (W) sat in our desks when the (A) teacher started talking to us. Marty thought it was a boring conversation so he started to talk. A while later the (A) teacher (Cr) catched him talking so she brought him to the office.

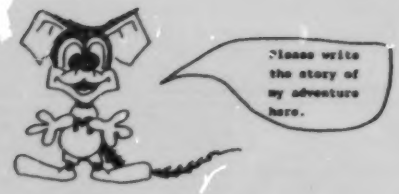
The
End

SCALE POINT 6



"Marty Mouse came to visit our class. He had a bag with him. Marty asked us questions. A few minutes after that he showed us what was in his bag. Marty had a book, a picture, and papers in his bag. He was going to draw a picture of a tree that was outside. There was one little problem. Marty forgot to bring a pencil, easer, and crayons so he went back to the car to get his belongings he needed. On his way back he fell over a rock. Most of his crayons broke. When he picked up his things he heard a rip. Marty looked at the back of his pants was a big rip. The teacher had to sew them up again. Marty came in the class drew a picture of a tree. He coloured it with his broken crayons. Then he packed up. Marty said "Bye to everyone and left.

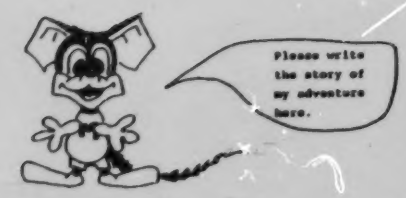
SCALE POINT 7



It was all started ~~when~~ men we left the Gym window open. Marty came to Gym with us every time, But this never happened before. Marty was frightened of birds because they always pecked at him. Marty had an old cousin who got pecked to ~~del~~ death. Thats why he was scared. Well anyway we were all helping to put out the mats because we were high-jumping and it was after we had finished that caused it. Everybody knew that an old owl lived near by. Well they old owl was ~~scare~~ scared since he heard all of us kids screaming and ~~the~~ shouting, so it never bothered us, but when we lined up it was very quiet so he came and took a look. When he saw Marty he knew what to do so he flew down and "bang". Marty was caught but not for long he fell and the old owl got his shirt. Marty fell into a Gym-bag and he was safe. Everybody but the teacher ran outside the teacher ran and shut the window. The owl was gone, flew away, probley to another country, because he was never to be seen again.

The End

SCALE POINT 8



Mortys Adventure's

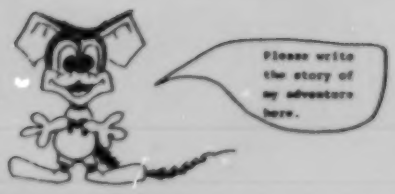
One days the school got a letter from Morty Mouse. It said that he was coming on in a week. So the school got ready for him. Then came the day he arrived. We had a bed for him in the library where the Book's begin.

One the second night Morty stayed up to read books and he was in the food section. Suddenly he came upon a book of chese and it looks so good so yummy that he ate the book. The next morning the librarian found out the so Morty ate the book. Morty went to the principals office. The principal said he would have to pay for it the book was $2.50 and Morty had $2.00. He worked for an hour and got paid a dollar. That was that adventure.

The next and last one was in the open. He was running and he tumbling to get himself in shape. Then One day he was doing push ups he Morty was seven doing high jumps. He decided he was going to do it to but

he got in the way and he made the boy, Doug=, fall on the hard floor. This time he went into the principals office and got a D.J. When he had finished he was glad he was home.

SCALE POINT 5



Today Marty Mouse came to our school and had an advanture. He went into the staff room when nobody was looking. As he was crawling to the door he was thinking about all the cheese he would get. When he got in the staff room he had to find away to get into the fridge. He is only a mouse so he would have to wait until someone opened the fridge. Mr. Munslow came into the staff room so Marty hid behind a chair. Mr. Munslow opened the fridge Marty crawled to the bottom part of the fridge and just when Mr. Munslow was closeing the fridge Marty jumped in the fridge. There was at least 9 pounds of cheese in there by the time Marty ate all the cheese he was frozen inside an ice cube. When Mrs Cotton, Mrs Parker and Mr. Foster went in the staff room and opened the fridge and saw Marty frozen they didn't even care that all the cheese was gone all the children began to cry when they heard Marty was frozen in a very very very cold ice cube "Poor Marty" every one said. Mr. Munslow, Mrs Cotton Mrs Parker and Mr. Foster said they would let one person take Marty home and put him by the fire place Danielle got to take Marty home and everyone was happy when Marty got out of the ice cube.

the end

General: Is there evidence of originality and competence in the introduction, development and resolution of a problem? Some attempt at characterization should occur.

Specific points to consider would include:

A. Character:

1. Has the writer established a 'living' character?

B. Plot:

1. Has a story been told?
2. Are the situations real?
3. Is there evidence of originality?
4. Does something happen?
5. Is the resolution consistent with the introduction and development?
6. Is there a feeling of satisfaction with the ending?
7. Is there cohesion and unity in the plot development?

C. Use of language:

1. Is there evidence of variety and sophistication in word choice?
2. Are trite and clichéd images and expressions avoided?
3. Are words and expressions deliberately selected for effect (as in use of imagery, figurative language and specificity).

D. Style:

1. Is the use of conversation as the narrative style avoided?
2. Do sentences display variety in structure?
3. Is dialogue used effectively where appropriate?
4. Are repetition and wordiness avoided?

E. Other elements:

1. Mechanical competence.

NOTE: Not all of these would be expected at this grade level, but some would occur in superior narrative writing.

Scale Point 1: Either incomprehensible OR no attempt to address the topic.

Scale Point 2: Minimal attempt to tell a story. Mechanical problems are excessive. Serious problems with coherence and unity. Comprehension difficult.

Scale Point 3: Either attempts to tell a story, but style is ineffective and mechanical problems excessive rendering comprehension difficult.
OR
Mechanically satisfactory but fails to tell a story.

Scale Point 4: Attempts to tell a story. Reasonably clear, but no evidence of originality. Lapses in unity and coherence.

Scale Point 5: Content is fairly thin although there is some attempt at originality. A story is told with evidence of coherence, unity and reasonable command of the language. Style tends to be conversational. Some problems with mechanics most often in spelling and sentence structure. Sentences lack control and variety. Often wordy and repetitious.

Scale Point 6: Evidence of originality. Good use of detail. Some attempt at characterization. However, contains problems with unity coherence and mechanics.

Scale Point 7: Workmanlike. Written with clarity and organization but not a great deal of orginality. No serious errors. Use of mechanics and writing style acceptable. Character(s) may be realistic, but problem and its development and resolution pedestrian.

Scale Point 8: Well developed narrative. Generally, the introduction is effective although the resolution may not be strong. Some attempt at characterization. Vocabulary, style and mechanics above average for grade level.

Scale Point 9: Establishes a realistic character with an interesting problem. Evidence of originality. The conclusion is effective, may have an interesting twist. The ending is 'honest' in terms of development. Good paragraph structure and organization. Precision in use of language. No serious mechanical flaws; minimal stylistic flaws. Shows a great deal of promise as a writer.

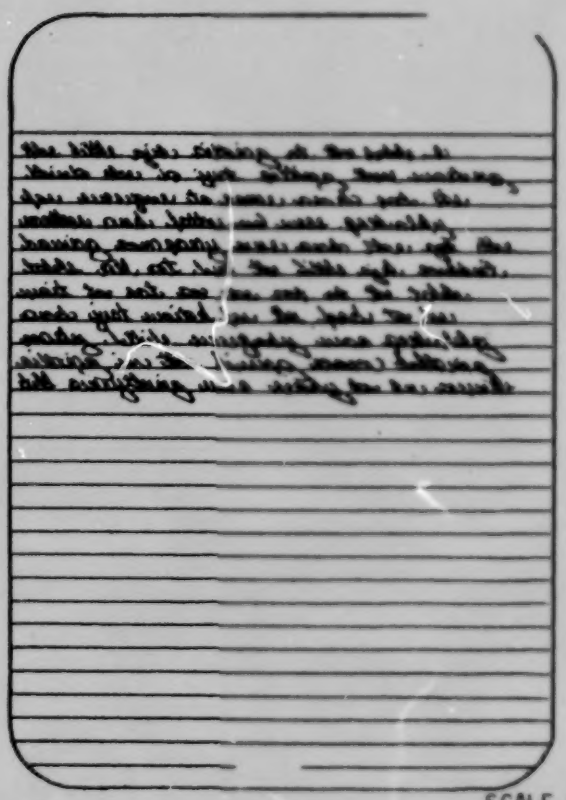
PROVINCIAL RESULTS

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	3	10	15	16	20	12	12	8	1

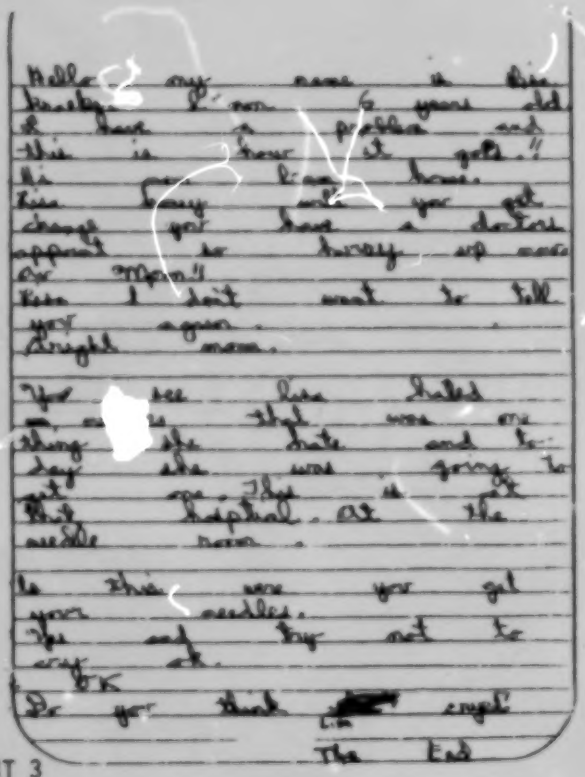
*

*Interpretation Panel cut-off point.

SCALE POINT 1



SCALE POINT 2



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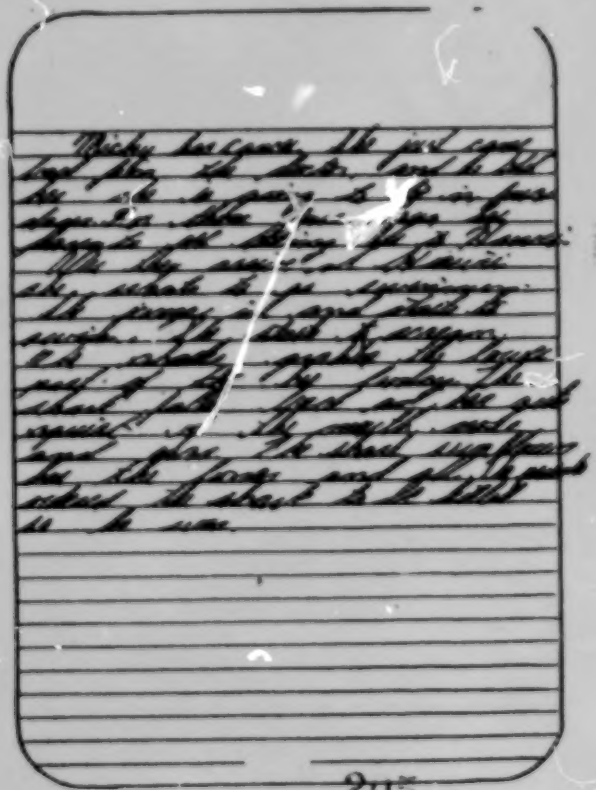

SCALE POINT 4

Kelly

Kelly was a little girl who loved to go to school she was her favorite year so, to her this was something new and wonderfull today the teacher asked every body in the class to choose a picture and make up a story on their head about it.

That night Kelly sat in her room and thought about wahat she was going to choose. she was a procrastinator and her father was coming home in a little while to supper.

So she talked to her father and mother who were sitting in the front room. She walked in she started talking to them she asked them "Can dad, I have to chose a picture and think of a story to do for school, and I was wondering if you have of anything I could chose?"

"No honey," they both replied, "I don't know of anything you could chose.

Maybe uncle a animal a about one of your friends"

"Yes ok," she said quitly as she went out of the room, "Maybe Jack could help me think of something to chose."

Later on when Jack got home from his friends place she went to his room very quitly she knocks on the door "Jack are you home?"

"Yes I am, you can come in"

So she walked in he asked her what she was wanted

"I have to chose a picture for school what should I chose?"

"How would I know?" he replied

The next morning when she got up he had a great idea, she would just be dog chose him, and think up a story.

That afternoon she drew him beside the river. On monday on she went to school and she had the best one out of her class on hole class.

SCALE POINT 5

This little girl at the age of 8 has a problem with her baby kitten. She has three friends Margie, Toni, Bobby and her name is Tara. In this story I will tell about the problems she goes through with her cat.

It was ~~week~~ Wednesday night and Tara was giving her cat some milk and bread. After she finished she went to bed.

In the morning Tara woke up with the sound of her mother yelling. Tara didn't want to see her mother right now. Soon Tara regained some courage and began down the stairs. When she saw her mother her mother started yelling "That cat has got to go! It tore up my best chair and scratched the carpet to pieces!"

Tara didn't say anything, she just walked to school. When she got to school she told her friends what happened at home and Bill made a suggestion "Why don't we tell your mom your sorry."

Tara knew it wouldn't work and nothing else was said. That same night the cat was sent to the pound. Tara knew she had to do something so she decided she would steal the cat back tonight. Tara phoned her friends and they all agreed. They all met a block from Tara's house and started walking to the pound.

When they all got there, which was about a half an hour later they all broke threw the window and started searching for Tara's cat. They all walked through the dog side and to the cat section. Right away Bill ~~ap~~ Bob spotted Tara's cat and reached the the bars and grabbed the ~~kitten~~ cat. While they were walking out the dogs began to bark and they all started to run, but before long the police came and found up phoned up their parents and everybody everyone of Tara's friends got off the ~~hook~~, hook. Tara was given a good talking to and got the cat back.

The end.

SCALE POINT 6

~~[illegible]~~

The Alexian Boys

The story takes place in New York City on August 17 1978 four small time crooks met at a back alley in a small garage on Brooklyn Street. The leader of the gang called the Alexian Operation. 5 time D and E convicted adult of a file of gangsters charges the size of a dictionary.

Butch Delany, 3 times convicted of rape, and other charges including murder, smuggling weapons, robbery possession of a deadly weapon, drug peddling and juggling. Butch is an orphan from Michigan, a stalky looking guy with deep blue eyes and a "punch" that'll make your head spin for "Don't arrest me I have an alibi"

Bentley, former good student and boy scout turned graduate anti, small eyes on dark, bony and muscles like a mountain goat

And Spike "How am I supposed to know" Tellefsen, smallest in build of the group but by far the most dangerous and unpredictable of all.

The members have met to discuss the future their good gang "The Intruders" and their great at eating "the greatest furies" (or at least that's what they told me they were)

The 7 other members of the good gang Elton, Lefty Mad Dog Wolfhound, Edgely Knife and Chain fightately enter the establishment point of with exagerated expressions on their faces as if in terror, the furies are coming, he exclaimed panting wildly wildly three x "28's" are coming down it, they're gonna murder us.

"Aw ——, shouted Pynky, have fun running from them are they"

"Alright a Macho"

"Cool" he answered "We're still got time, on Eagle grab the bottles

Butch get the chains and

Lefty get the baseball bats, I'm gonna kill him if it's the last thing I do"

The group of boys exited from the back out just in time to see the furies approaching, all 24 of them, although the Falcons were forwarded they were outnumbered over 2 to 1.

The Falcons took their positions at the side of the alley, the furies made the first move. They ——— blocked the alley from both ends and started to move in. Wolfhound to get response and pulled out a revolver.

"Where the hell'd you get that" responded Chain"

Wolfhound didn't respond but let off 6 shots killing one wounding 4 people, he then started to reload, after which the furies had gotten closer, Wolfhound let off 4 more shot injuring 3 more and then he stalled. When he let out a scream "Oh My God" and pointed the gun at his skull and pulled the trigger and fell to the floor a lifeless form.

Aw —— what a stupid fuck, grab his gun Elton, we'll beat their asses again

The furies were then upon them, the fight was strictly hand to hand more often than not only 3 lifeless forms fell to the ground, two fallen and 1 furies, the fight continued until the screeching voice of sirens filled the air, the fight abruptly ended and gang members scattered for different directions Aw —— will get them tomorrow yeah we'll get 'em.

The battle ends with 12 lifeless bodies lying in the dirt.

When will they ever learn

The End

SCALE POINT 7

What's the Story?

The little girl in the (same) corner of the page went to her friends place for supper. She is very shy and doesn't like to go places without her mother and/or father. To make matters worse, Carrie, (the little girl) doesn't like the (first) Joany's (real) mother placed in front of Carrie. Carrie is Joany's best friend and she notices Carrie is having difficulty eating. Joany tries to think up a way she can help Carrie but realizes she can't. Joany's mother now looks at Joany and Carrie. They are both not eating. Mrs. Cathine (Joany's mother) says, "Would you girls like some dessert now?" "Yes please," Joany replies. Then Carrie catches on about Mrs. Cathine. She realizes that Mrs Cathine found out that she didn't like the food. "Oh no," she thought, "Now Mrs. Cathine and (Cast) Joany won't like me!" Her face turned red with embarrassment.

When it was time for Carrie to go home, Carrie was terrified. Mrs. Cathine was to drive Carrie home. "What would Mrs. Cathine do to her?" thought Carrie. Worse than that Joany wasn't allowed to come with them because she had to get ready for bed.

Carrie was relieved when Mrs. Cathine drove into (their) Carried driveway. Mrs. Cathine stopped the car and got out. Then she said to Carrie, "I'm going to come in and talk to your mother, okay?" "Okay," replied Carrie. "Now what will she say?" thought Carrie.

Latter after Mrs. Cathine had gone home, Carrie's mother called Carrie into the living room. "Carrie," she said, "Mrs. Cathine talked to me about you. She said you were a nice, polite little girl. She wanted to know if you could go to the zoo with the Cathine's family on saturday. Would you like to?" Carrie's mother asked. Carrie was so relieved that they had liked her, that she said, "Yes, yes, I would really like that, can I go, please, please?!" "Yes, you may go," Carrie's mother replied with a smile.

SCALE POINT 8

-1-

The sun was very shiny and

Outline:
I Description
II Tell about person
III Tell about problem
IV Conflict
V Solution

The snow fell lightly and the sun shone in a clear blue sky. The evergreen trees with their brilliant green branches was a magnificent picture set against the sky. On all. Below it was a perfect world. It would have been a perfect day for skiing and it was. It was perfect weather for everyone else than Marie French. Marie had looked forward to this day of skiing for a whole month but now the plans were ruined. Marie lived in Spokane, Washington. She and her friend, Dorian Hancock from Vancouver, B.C. had decided to meet at a midpoint: Mt. Baker. When they both arrived that day at 7 o'clock they went straight up the

-2-

mountain to ski. For the first few hours they had a glorious time, shooting down the slopes with the breathtaking scenery around them. Both Dorian and Marie had just completed their intermediate skiing lessons and were trying to improve their style. They hadn't a care in the world. However the mighty gods, that day had decided to hamper and test with unexpecting Marie French. At eleven o'clock a.m. Marie and Dorian decided that they would try a different slope by splitting up. That is just what they did. Dorian went to a rather difficult slope called "Avalin" It did not have any moguls (bumps in the snow) but was extremely steep. Marie on the other hand being at times fool-hardy went on a most difficult slope called Sun Peak. There were only experts

-3-

moguls but it went straight down. But Marie she was a pretty capable skier, but he should not have gone to such a difficult slope. The first part of the slope was moguls as far as the eye could see. "After I make this I'm straight" thought. "It will be straight sailing." He made the first part without much difficulty but when he got to a place that seemed impossible. Well I've come this far, he thought "I might may as well carry on." He slid straight down and was completely out of control. He went by a jump, hit both tips of the skis in a mogul and they snapped. Marie then proceeded roll into a snow bank and dragged himself. He took off his remaining skiblade off skis and leaned against a tree.

"Damn!" he said. "I can't believe this."

-4-

This Marie was in a bad predicament. This area was not frequented by very many skiers. To try and go down the slope by walking would be slow suicide. There he sat for two hours that he was a skipatrolman not come down that slope to from a different one just to test his skiing ability to Marie would have died to stay there all night. Marie saw Henry the skipatrolman yelled to him and got him to come. Henry took him to the bottom of the mountain where he met Dorian.

"Where the heck have you been?" screamed Dorian "Later for Dorian ... Later."

They went back to the motel, Marie had a hot bath and went to bed.

"What happened?" asked Dorian again

"In the morning friend!" said Marie "I'll tell everything."

SUGGESTIONS FOR TEACHING:

In addition to the themes of the assessment the following topics may be useful to elicit narrative writing:

a) A Strange Guest

b) Me and My Wardrobe

c) Food and Me

d) Trapped!

Suggestions which expand the imagination of the student often increase his writing potential. A realistic, science fiction or fantasy story may evolve from any of the above topics. Furthermore, the elements of a story (character, setting, conflict, climax and resolution) could be taught by concentrating on the development of one element within the story.

For example:

A Strange Guest

i) Realistic writing about a strange guest: describe a stray animal as a house guest

ii) Science Fiction about a strange guest: describe a Martian scientist visiting you

iii) Fantasy about a strange guest: tell about Batman's holiday in your garage

NARRATIVE WRITING

(SUBSCALE FOR ORIGINALITY)

A piece of narrative writing should ideally be marked on at least two levels: once for the impression of first reading, then for at least one area of mechanical proficiency. Following is the subscale which was designed to evaluate originality.

In using the following scale and samples of student writing, please refer to Exercise 1, which is reproduced on pages N2 - N3 of this package.

This skill is referred to as SKILL 51 at the grade 4 level in the Assessment of Written Expression reports.

Basis of the scale: The scale focuses on the quantity and quality of original ideas with some attention to the degree of their development. All other factors are ignored. Off-topic papers should not be scaled.

Scale Point 1: No original ideas. Nothing added to information given.

Scale Point 2: Two or three original ideas, lacking development. Story is based primarily on information given.

Scale Point 3: Very original in quantity and quality of ideas developed.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	12	56	32

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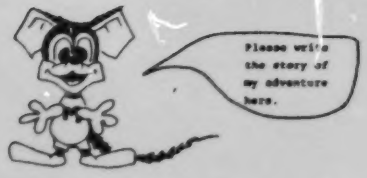
*Interpretation Panel cut-off point.

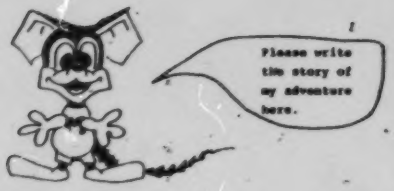
SCALE POINT 1



I think Marty is going to get in to trouble with the principal. He might be unhappy here then. since he is the smartest mouse. You never know ~~what~~ what can happen. He might go back were he came from. But you never know what can happen. He might get in trouble. I with the teacher. He might have to stay after school & do lines. And that is 100 lines. I think that would be mean. ~~They~~ They think it is funnny. They might just be nice and talk to them. Then he could tell his Ma + Pa that he didnt have to write lines. But the next day nothing happened so he could have a nice day with the kids. He would make lots of good friends. And have no problems with any body.

The End

SCALE POINT 2



Marty is a bad mouse One fine day Marty came to our school. He got into my friends desk, and chewed into all the paper. Then worst of all he got in the ~~(tinkers)~~ teachers desk.

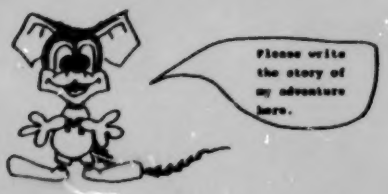
The teachers went furious she ran to get the principal. That night the janitor saw Marty, and ran after him, Marty ran up a cliff then he said I'm sorry.

The janitor said tell your teacher that.

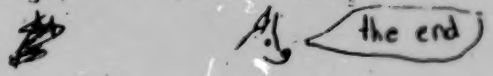
The next day Marty went to the ticher and said I'm ~~every~~ sorry. The teacher said thats O.k, but for now on you must be good.

A week later the class was doing Art, they needed paper ripped up so Marty did it and was very helpful.

SCALE POINT 3



Today Marty Mouse come to our school and had an adventure. He went into the staff room when nobody was looking. As he was crawling to the door he was thinking about all the cheese he would get. When he got in the staff room he had to find away to get into the fridge. He is only a mouse so he would have to wait until someone opened the fridge. Mr. Munslow come into the staff room so Marty hid behind a chair. Mr. Munslow opened the fridge Marty crawled to the bottom part of the fridge and just when Mr. Munslow was closeing the fridge Marty jumped in the fridge. There was at least 9 pounds of cheese in there by the time Marty ate all the cheese he was inside an ice cube. When Mrs Cotton, Mrs Parker and Mr. Foster went in the staff room and opened the fridge and saw Marty frozen they didnt even care that all the cheese was gone all the children began to cry when they heard Marty was frozen in a very very very cold ice cube "Poor Marty" every one said. Mr. Munslow, Mrs Cotton Mrs Parker and Mr. Foster said they would let one person take Marty home and put him by the fireplace Danielle got to take Marty home and everyone was happy when Marty got out of the ice cube.



SUGGESTIONS FOR TEACHING:

(1) In story writing, discourage the incorporation of characters already in existence on T.V., comics, or readers.

(2) Teachers could encourage originality by:

- setting a character from fantasy in a realistic setting or vice versa
- having the children combine unrelated items. e.g. kangaphant, potatuce (potato, lettuce), super egg, etc.
- give a character from a novel a problem from a T.V. show

NARRATIVE WRITING

(SUBSCALE FOR ORGANIZATION)

When assessing student writing competencies, you will find that organization can be isolated and evaluated separately from the other components of composition. However, the organization of a short composition is difficult to scale unless its thesis or main idea is clearly defined, developed, and resolved.

Look at the examples of student responses to familiarize yourself not only with the scale points but with the various levels of ability. In applying this (or any other) scale, continually remind yourself that the scale refers only to the specific component being evaluated and not to the composition as a whole.

In using the following scale and samples of student writing, please refer to Exercise 2, which is reproduced on page N4 of this package.

This skill is referred to as SKILL 61 in the Assessment of Written Expression reports.

NARRATIVE WRITING: SUBSCALE FOR ORGANIZATION EXERCISE 2

Basis of the scale: Presentation of an idea (thesis, topic or problem) which is systematically developed and resolved or concluded.

Scale Point 1: No organization evident. References to thesis or topic typically vague or omitted. Lack of sequence. Relationship of elements obscure - conclusions may have no relation to topic or development. Little or no attempt at transition ("and...and...and then..." typical). Inappropriate or no paragraphing.

Scale Point 2: Some organization apparent, although lapses in unity and coherence occur. Conclusion may fail to relate to introduction and development. Topic may not be clear. Often evidence of problems in paragraphing.

Scale Point 3: Thesis, development and conclusion evident but relationship may be awkwardly handled. Lapses in unity. Paragraphing often inappropriate or lacking.

Scale Point 4: Thesis, development and conclusion evident and systemically related. Paragraphing appropriate. Each paragraph displays unity and coherence.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	29	34	29	8

*

*Interpretation Panel cut-off point.

SCALE POINT 1

{Opinion}

In this Television show there should be famous actors eg. Rachel Welch, Barrah Majors, and Mr. Anderson also. This show should be on channel four, because there are a lot of people who watch Happy Days at night. The time should be around 7 or 8 o'clock. The show would appeal to teenagers because they would be able to see the actors of a decent times. The show would have action and adventure. For one the Flint Eastwood would be killed.

SCALE POINT 2

Television Opinion

In my opinion teenagers like to watch shows that have people their own age in them and getting into some of the problems that they might have. That way teenagers can relate to the characters. It should be a family group or part of a family so that difficulties with parents can arise. Most likely a modern day show would be preferred but sometimes olden day shows with hardships that people faced would be enjoyed. Other teenagers like action/crime shows where the good guys always win. Teenagers like detectives and cops dressed in civies rather than a formal uniform. The clothes they wore would be very important especially if the agents were girls. If it was a family show it should take place in the suburbs or the country and a crime show should take place in the city where the action is. And then there are some teenage girls who would rather watch a cute guy on a society show and the guys the girls with good figures and pretty faces. That's what counts most these days. I don't go nuts over a show but most other teenagers do and would pin up their pictures in their room and make the show popular. I don't believe that teenagers will watch just anything. Most of them have a special show that they won't miss.

SCALE POINT 3

Writing An Opinion.

I think teenagers like to watch T.V. but they won't watch just any shows. They like shows with action, exciting and problems like their own. The T.V. show they would like would be about a teenage and her in her family and how they fight their problems and how they take care of their family. This show should have a bit of mystery and should sometimes involve the police and be about the problems all teenagers could run into in this world. This story should be set for now a days and about a typical family, not made up like they usually are. Teenagers like to see a typical family with typical problems not all made up like they usually are. The show should be set in a city with the main characters being teenagers and the problems like drugs and alcohol and school and things like that. I think this show would appeal to teenagers but not many other people.

SCALE POINT 4

Some children get very mad when they have to eat something they don't like My story is about a little girl who had this same problem

One day this lady named Mrs Hale was babysitting this girl name Daniel She was a very picky little girl who always got her own way Daniel's mother was going to be out of town for a few days so Daniel had to eat there for a few days

It was supper time now, but Daniel insisted she doesn't want anything Mrs Hale always got very upset when girls don't eat their supper So Mrs Hale put her on the chair and told her to try it

Daniel said, "Ah my mom never makes me eat no what I don't have to."

Mrs Hale repeated, "well, I am not your mom so you will eat what a put on your plate"

Daniel sat there very mad She didn't say a word. Mrs Hale had this happen to her children very much but she just let Daniel sit there

Mrs Hale just asked Daniel to try some and maybe she'll like it But Daniel just sat there

"You we don't have to eat it if you try it and don't like it," she said.

So Daniel tryed the food and like it very much.

Solution: If a little girl doesn't like things make her try it first and maybe she'll like it

SUGGESTIONS FOR TEACHING:

(1) Intermediate Grades: Making outlines helps define organization. Teacher and class initially discuss and compose outlines together. Eventually students compose their individual outlines.

NARRATIVE WRITING

(SUBSCALE FOR SENTENCE STRUCTURE AND USAGE)

Many of the Directed Writing Skills and much of the Proofreading section can be used in conjunction with this subscale. Many of the prescribed textbooks can also be used as resource materials for this skill.

In using the following scales and samples of student writing, please refer to Exercises 1 and 2, which are on pages N2 - N4 of this package.

This skill is referred to as SKILL 52 at the grade 4 level and as SKILL 62 at the grade 8 level in the Assessment of Written Expression reports.

Basis of the scale: Number of errors. All errors are counted including repetitions. In counting number of errors, a single run-on sentence will be scored according to the number of sentences that would be required to correct it.

Errors to consider: (1) run-on sentences (2) sentence fragments (3) incorrect word usage - subject/verb inconsistency, faulty verb tense, faulty pronoun reference.

Scale Point 1: Story contains five or more of the above errors.

Scale Point 2: Story contains two to four of the above errors.

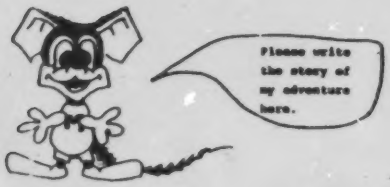
Scale Point 3: Story contains one or none of the above errors.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	62	28	10

*Interpretation Panel cut-off point.

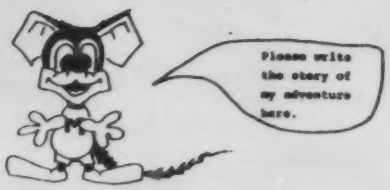
SCALE POINT 1



One day Monty Mouse came to your school to find something to do. When he got in the classroom the teacher said him would he like to be last but he didnt answer. The teacher said him if he likes your name or writing but he still didnt answer the morning after lunch it was time to read Monty was ready things that are fun at school. Well he read the first story and he found out somethings to do. there are friends that can make you happy

he often asked he went out to find a friends but he couldnt find one. He walked walked and walked till wright in front of him he saw a little girl he saw her if she would play with her but the girl said I will bring you home and home you for a pet so she did and he live with other mice and he play and had good time on. The end

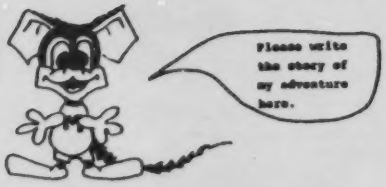
SCALE POINT 2



One day Monty Mouse came to our school. After mate we had lunch Monty had know lunch so he snuck into the staff room and took the principals lunch. The principal was looking for his lunch all over. Monty gobbled up the lunch so fast everybody thought he did not even eat then the principal asked Monty what he ate Monty said "A sandwatch and a apple" The principal said "A thief" Monty was so surprize

he got his ~~bag~~ bag and ran and Monty never came to school again

SCALE POINT 3



Marty Comes To Our School.

When Marty came to our school he first we went to the office. When Marty went to se the principal the principal saw Marty Marty said, "Hi!" Then the principal fainted Marty tried to make him come the principal and then Marty went to the grade 4 class. It was recess. Marty took a bite out of the teachers apple Marty said, "Hello!" The teacher screamed and threw Marty out Marty said, "Gee I'd guess school doesn't like me!"

Basis of the scale: Frequency and severity of errors. Length of composition must be considered. NOTE: This scale in NOT concerned with style.

Errors of major concern: Run-on sentences, punctuation, sentence fragments, inappropriate or awkward subordination; subject-verb agreement.

Other errors: (some tolerance for these) modification problems, pronoun reference faults, redundance, faulty parallelism.

Concerning punctuation: End of sentence punctuation and dialogue punctuation are considered major while within sentence errors (generally commas) are not.

Scale Point 1: Comprehension of the passage is difficult because of the proliferation of errors of different types. No sense of 'sentence control'. Entire composition may, for instance, be one run-on sentence.

Scale Point 2: Several types of major errors are repeated frequently, usually accompanied by several minor errors. Little evidence of "sentence sense". Requires some deliberation or re-reading on the part of the reader.

Scale Point 3: Several types of major errors or frequent repetition of one major error. Often contain frequent instances of run-on sentences and inappropriate coordination (i.e. failure to subordinate). Comprehension not difficult.

Scale Point 4: One or two major errors or several minor errors. Comprehension not affected.

Scale Point 5: No major errors. May contain one or two minor problems.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	10	16	35	26	13

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Pitcure #2

this person is looking into the future he has a strange power what he sees in his future, his future is sad row what a life nothing but drinking has put him there he was once a very hard worker a family wife dog and how he loved it until he started to drink slowly every thing went down hill

he took his job and soon his wife left him he was soon out of money, mortgaging his house was the only way to get money but now he is working his way out of sad row slowly but he is advancing along the road of life. As he goes he experiences harm and painful problems

the burdens he carrys weys him down and he finds life extremly hard.

SCALE POINT 2

My Opinion

For teenagers, they should watch shows that we prefer. Well I like to watch fiction, that is, not true and shows like Starwars Star Trek, Space 1999 etc. Like for the soap soap it should be no longer. Anew show for teenagers should be called My Kinds of Stuff. And have. Shaun Cassidy, Robert Redford Lee Majors, Paul Lynn Staring init. It should be a funny, Comedy like loveboat but only to take place in Hawaii. This shows is good for teenagers because I like it and most people would like to watch 1 hour specials like it. For Most people I think all teenagers are different. So what they would like to see they have to decide. Cause noone can do it for them.

SCALE POINT 3

This guy doesn't know what to do with his life. He has just got out of prison, with no place to go and nothing really to do, he feels life has no meaning for him. Back when he was younger he was always with his gang dancing people and being loved was what had got him to prison. But that was over years ago.

Since since 2:30 in the afternoon he was sitting there, doing nothing but looking and thinking. His name is Paul. All Paul's friends seemed to have disappeared since he was was forced to [illegible] prison. Even his old girlfriend. He stood and sits down at the curving [illegible]. A ball from some kids playing basketball [illegible] and bounced to him. He carefully lifted it up so he stood up. Bouncing it once, twice, he threw it back to the boy who had been after it.

"Thanks, Hey." yelled the boy.

"No (pause), no thanks." Paul yelled back.

That's when it struck him, the idea that in Hyde, he thought, he could help on [illegible] with at kids or people for that matter, who really needs him. But the only problem was where to go, and to whom?

"Just a silly thought," he murmured aloud. "Thought, thought, maybe not." He rose as he ran on.

Through the crowds he ran, [illegible] [illegible] [illegible]

SCALE POINT 4

The Problem

What is this little girls problem? Why does she look so sad? Really it's because she is hungry and supper isn't ready. Well Susie has problem a little more complicated than that. Her parents are divorced. Any one of these hundreds more problems is what is making her sad.

Let go and ask her about her problem.

"Hi," I said gently.

"Hi," she replied

"What is the matter," I asked.

"She said with tears in her eyes "nothing."

"Where is your mommy?" I asked

"She's in the bar down the street" she sniffled and I don't by anything I got. So I sat at the table just like

Mommy used to when daddy went away."

"Where did your daddy go?" I asked.

"I don't know," she replied softly, when he and mommy had the fight he was angry and it scared me he screamed."

I asked "Why were they fighting"

"They were fighting because mommy said that daddy stayed at his friends house overnight" she said.

"Do you know the name of the bar that your mommy is at," I asked.

She stood on a slip of paper with the name "The Pub" and a phone number on it. Upon looking at them she said "Mommy said to phone her if anything happened"

After talking to the girl I figured that she was the bar and decided to go there and bring mom.

I then went to the pub and found the girls mother. I took her out for a cup of coffee and asked her why she and her husband had quarreled.

"She said that he had been staying at some girls apartment then I asked her where he was now. She gave me the address. I drove over to his house and asked him to the door. I met some thin dark guy with a mustache of stubble I asked if I could talk to him about the fight he had with his wife. I asked why he separated from his beautiful wife. He said he got drunk and because he stayed overnight at a friends apartment. He also said that his friend told him that if he ever was in trouble to beat her up. He went to explain and she told him not staying the night

She said that he may or will stay because she never gives up a trip to Japan (she is a stewardess)

I thanked him for the information and left. I went back to the pub and explained the to his wife. She said that she felt like a fool for leaving he out of the house and asked if I would give her a ride to his place right away. I did and she ran into his house and told him what she thought had happened. They reconciled, the little girl was very happy and they all went out to have I would of supper

SCALE POINT 5

Kids my age don't like shows that are unrealistic and over all the time. We like shows that tell things the way they really are. I don't think the teenagers in the show should smoke and drink or anything like that, but I don't [deleted] they should be goody-goody either. They should do things that the viewers would like and appreciate. They could also solve problems that viewers would like resolved. Many kids my age also like funny shows. I know that I really enjoy a good laugh and I'm sure other kids do too.

Writing an Opinion

I think that it is a great idea to have a television show for teenage audiences. Being a teenager, I know that our generation has our own culture and ideas, different from those of adults and younger children. I think that the characters in such a show should be true to life and people whom we can identify with. It should deal with the problems and hardships of teenagers but not so much that it is a soapy story of trouble all the time. It should be filmed in Canada with Canadian kids and be interesting without being phony.

I think all television shows have adults as characters. I think that those shows are good, but I also think that it would be neat to have a show with kids playing the parts.

It is up to you whether or not you produce a show of this sort, but if you do, please take my thoughts into consideration.

Thank you.

SUGGESTIONS FOR TEACHING:

(1) Have children create very short sentences. e.g. a) Pigs grunt. b) Cats run. c) Dogs bark.

(2) Have children write one sentence for a picture. Have a variety of pictures.

(3) Have children write one concise sentence for an experience.

(4) Tense - Do exercises where the teacher gives the present tense and the child changes it to past tense.

NARRATIVE WRITING

(SUBSCALE FOR SPELLING)

Some drill in 'confusables', prefixes and suffixes, common spelling errors, and basic spelling rules is appropriate. However, students often have difficulty perceiving spelling errors in their own work although they can accurately proofread 'good' copies of their fellow students' work. Working in pairs to proofread each other's work can be very beneficial at any grade level.

In using the following scales and samples of student writing, please refer to Exercises 1 and 2, which are on pages N2 - N4 of this package.

This skill is referred to as SKILL 53 at the grade 4 level and as SKILL 63 at the grade 8 level in the Assessment of Written Expression reports.

Discussion of this scale with students may encourage them to proofread carefully, and thereby avoid errors.

Basis of the scale: Number of errors. Repeats of the same error are not counted. When a paper falls on a cut-off line, some discretion may be used if the words misspelled are challenging ones.

Scale Point 1: Five or more errors. Includes short papers with a high proportion of errors.

Scale Point 2: Two to four errors.

Scale Point 3: One or no errors.

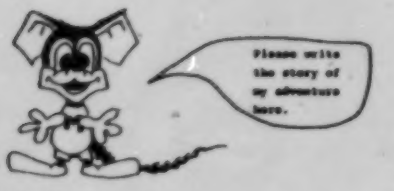
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	38	37	24

*

*Interpretation Panel cut-off point.

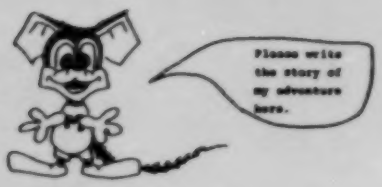
SCALE POINT 1



Marty one sceen saw how to right, print, red, spell and subtract A so is mother told im to go to school. And when he got there he saw lots of adventches. Marty found an old shoe. but it was to sinky for him. And so when he seen home Marty told is mother he could substrack. And when she had that she was so glad that she could not say any-thing. The next day marty got in trobb with the [redacted] gaurdon because he walk all over the

sust floor and it spred to the teacher to the prisn and then to marty room.

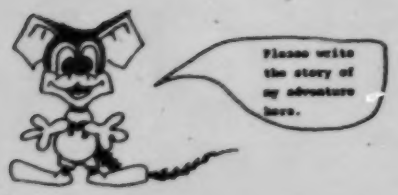
SCALE POINT 2



One day Marty Mouse came to visit our school. He taught us how to play a some games that he knew. One time he didn't he outside classroom was after he was getting a some notices from the the office Marty went in the staff room and scared some people. A lady chased him to our room. At a one o'clock Marty had to visit Miss Coates class.

d was chasing the to had him then. When we got there they were taking gym. so he went to our class again. Marty told us a story about the time he almost got eaten by a tiger. By the time he was finished the story Miss Coates's class was finished taking gym. Marty Mouse had a good time at our class.

SCALE POINT 3



When Marty mouse came to our classroom he said Hi we said hi back to him. Marty mouse was walking around looking at our work. He was also asking us our names When I went up to my teacher's desk Marty Mouse was telling her that our hand writing was very good.

Marty Mouse asked our teacher if we could play some games with him. Our teacher said that we could. Marty Mouse took us outside. He said we could play hidden-go seek. We also did some races.

The teacher said that we could go outside and have our lunch with Marty Mouse. So we got our lunches very quietly and lined up at the door. We had our lunch and then we went over to the swings. We yelled Marty Mouse gave us a push. Marty Mouse came over and gave us all a big push. When we went back in we had a party for Marty Mouse. Marty Mouse said that he was sorry that he had to go. He thanked us for the fun day that we had together.

Incorrectly spelled words used by students that are considered to be beyond their required spelling level should not be counted as errors.

Comments: Count each error once only. Length of compositions seemed roughly equivalent, and thus was not taken into account, although it may be necessary to adjust scale in extreme cases.

Scale Point 1: More than six errors invariably including confusables and "common" or easy words.

Scale Point 2: Three to six errors.

Scale Point 3: No more than two errors - usually attributable to haste or phonetic spelling of unfamiliar words.

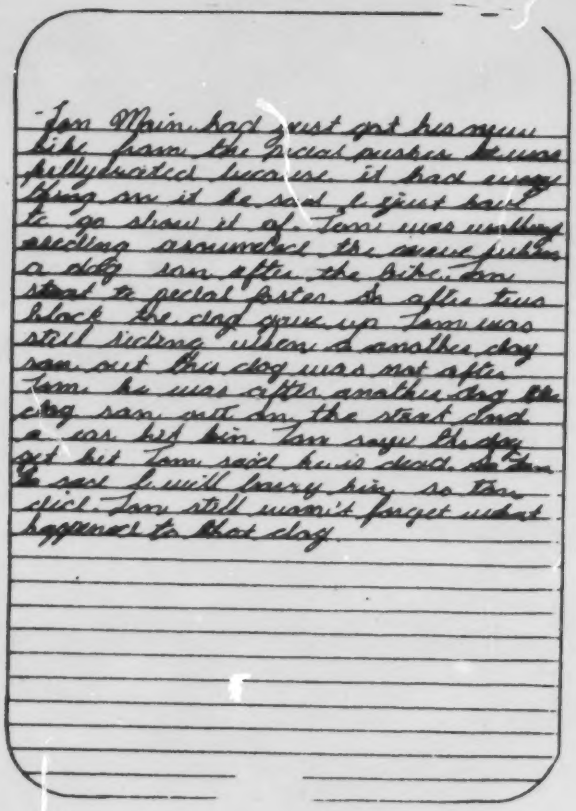
Scale Point 4: No errors.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	13	33	35	18
		*	*	

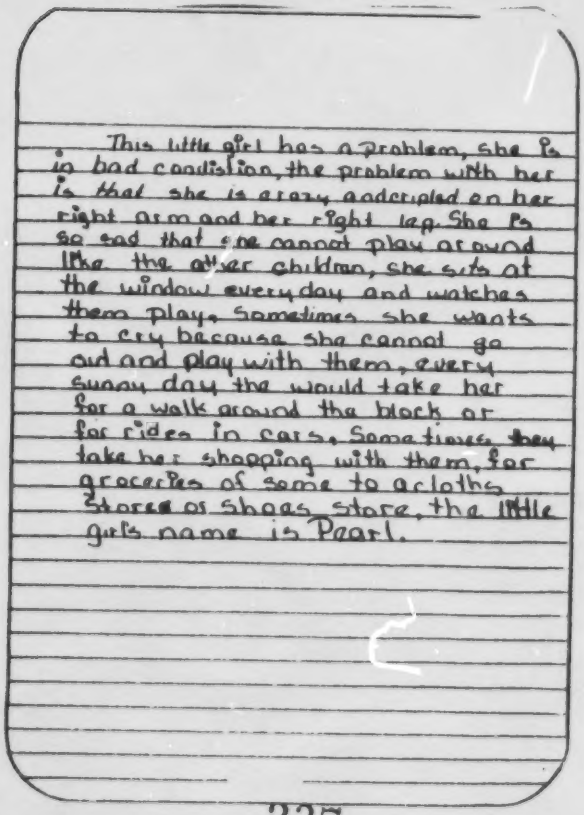
*Interpretation Panel cut-off point.

SCALE POINT 1



Tom Main had just got his new bike from the Special pusher he was fully excited because it had every thing on it he said I just said to go show it of. Tom was nothing exciting accurred the same fulton a dog ran after the bike. Tom start to pedal faster. So after two block the dog gave up Tom was still sicking when another dog ran out this dog was not after Tom. he was after another dog the dog ran out on the street and a car hit him Tom says the dog got hit Tom said he is dead. So Tom said I will bury him. so Tom did. Tom still wasn't forget what happened to that dog.

SCALE POINT 2



This little girl has a problem, she is in bad condition, the problem with her is that she is crazy, andcripled on her right arm and her right leg. She is so sad that she cannot play around like the other children, she sits at the window every day and watches them play. Sometimes she wants to cry because she cannot go out and play with them, every sunny day the would take her for a walk around the block or for rides in cars. Sometimes they take her shopping with them, for groceries of some to a clothes Stores or shoes store, the little girls name is Pearl.

SCALE POINT 3

Writing an Opinion

A television show for teenagers would be a difficult one to produce because of many variations of minds through a large range of ages. In my opinion the show would have to involve things including experiences which might happen to a teenager today. Lots of action with some boy to girl relationship to make it more realistic. The endings should have variety, some being happy, sad, bad and to depend what teenagers hate the always happy endings. It seems to be plenty instead of being realistic.

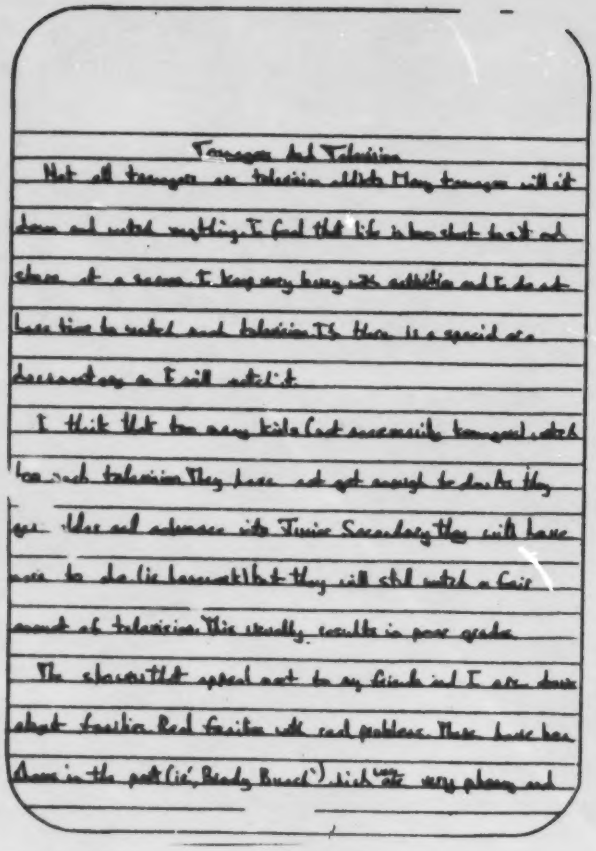
The story of the story is a different thing all together. I have found that my friends tend to go for the "soaps" because it is fun to look back a little ways. You can laugh at the way they dress and how short their lives are. Another thing is that it would be a way to prove to be educational for we could learn their ways of life styles. They want to do as well off as we are now so they had to work and earn pride. It will show how much the world's life can change in such a short time.

The story would be best if it was based on a way the question. It should have variety of characters, in age, in personalities and in style. This way some incidents can be humorous, and it can show what happens on Saturday night for an seventeen year old and for a seven year old.

A place for the story to originate from is best to have it in a large town or small city therefore it again provides variety. A longest place adds three different settings, a home and the longest place being at school, and some incidents that occur there.

Also my opinion the key word for producing a show for teenagers is "variety." Without that it will lack suspension and interest.

SCALE POINT 4

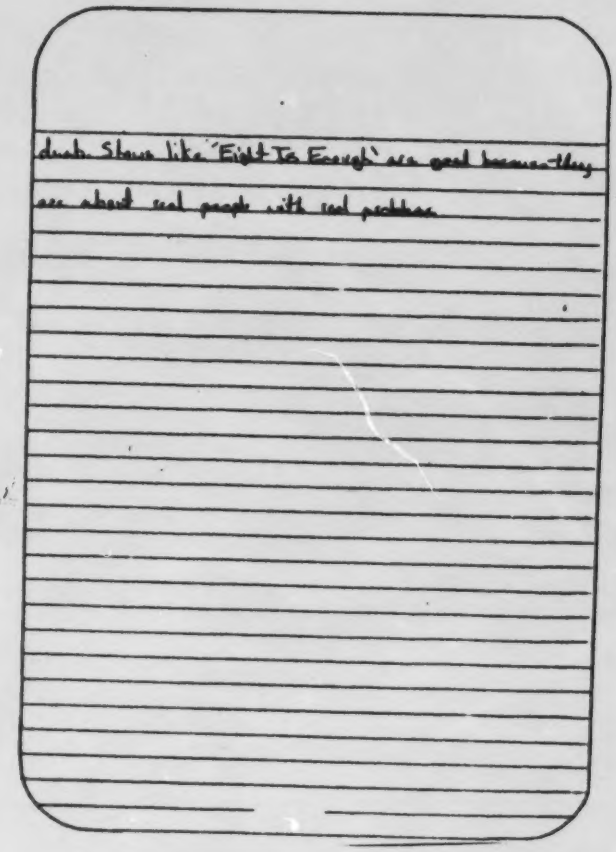


Teenagers And Television

Not all teenagers are television addicts. Many teenagers will sit down and watch anything. I find that life is too short to sit and stare at a screen. I keep very busy with activities and I do not have time to watch much television. It's there is a special one I do occasionally or I will watch it.

I think that too many kids (not necessarily teenagers) watch too much television. They have not got enough to do. As they get older and advance into Junior Secondary they will have more to do (ie homework) but they will still watch a fair amount of television. This usually results in poor grades.

The shows that appeal most to my friends and I are down about families. Real families with real problems. There have been shows in the past (ie. 'Brady Bunch') which are very phony and



dumb. Shows like 'Eight Is Enough' are good because they are about real people with real problems.

SUGGESTIONS FOR TEACHING:

(1) Grades 1 - 7: Teach spelling of Dolch and Fitzgerald lists - common usage.

(2) Dictate paragraphs and evaluate according to the spelling scale. Teacher may instruct students to bracket words they know they cannot spell. This will focus each student's attention on his/her spelling. Perhaps this will encourage him/her to look up the correct spelling.

Note: Be careful not to count the same error twice.

NARRATIVE WRITING
(SUBSCALE FOR HANDWRITING)

The skill of handwriting can be isolated and evaluated separately from the other components of composition. It should be noted, however, that this skill is very difficult to assess without bias, even when using a good marking scale.

In using the following scales and samples of student writing, please refer to Exercises 1 and 2, which are on pages N2 - N4 of this package.

This skill is referred to as SKILL 54 at the grade 4 level and as SKILL 64 at the grade 8 level in the Assessment of Written Expression reports.

The underlined words indicate the key words to each scale point and may be used by themselves to form simplified scale.

Basis of the scale: Readability; attractiveness to the eye as a visual pattern. These features arise from regularity of slant, size and spacing, and use of an attractive style. A paper should not be penalized for a "personalized" style, provided the changes the writer has made to the basic style do not detract from appearance or readability.

Scale Point 1: Difficult to read because of poor or irregular letter formation or spacing.

Scale Point 2: Readable, but contains some irregularities or faults of size, slant or spacing.

Scale Point 3: Easy to read; uniform in letter formations and spacing. Consistent with a known style.

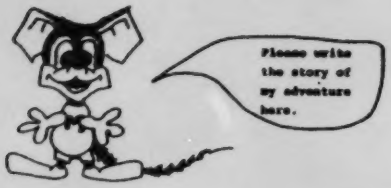
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	19	62	19

*

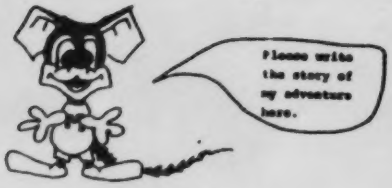
*Interpretation Panel cut-off point.

SCALE POINT 1



I if you take the bus. You can sit with me. and Talk about stuf. Like sliding on the side and playing hiding- go- seek. with my frinds and they are Lance and Scott and Ricky and Glen And my mom is steaven Ramine and we can play tag on the teeter-tode we will play hang man on the monkey bars. Lance can be the hook and Ricky can be the hol and Scot can be the rope and I will be holding them and you Monty mouse can be the hanged mouse if you want

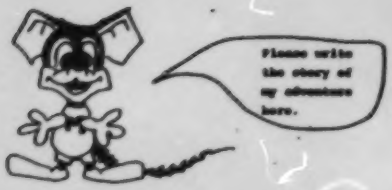
SCALE POINT 2



I think Monty is going to get in to trouble with the princeipal. He might be unhappy here then. since he is the smartest mouse. You never know ~~that~~ what can happen. He might go back were he came from. But you never know what can it happen. He might get in trouble. I with the teacher. He might have to stay after school a do lines. And that is 100 lines. I think that would be mean. They think it is funnny. They might just be nice and talk to them. Then he could tell his Mom + Pa that he diesnt have to write lines. But the next day nothing happened so he could have a nice day with the kids. He would make lots of good friends And have no problemse with any body.

The End

SCALE POINT 3



I left camp Elmwood yesterday and I told Marty to come to Delta Mouse to visit me. This is where my story begins... One day when I was working in school, Marty Mouse walked in! Right away the class welcomed him and the teacher told me to show Marty around. First, I took him to the library about he sighed out a book about his cousin, Micky Mouse. Then we took a walk to the gym, the playground and we listen to our band for a minute. Finally we went back upstairs to our classroom. After that Marty was almost ready to start school right now! Except for one thing. There, on the windowsill, he saw the cat that was sitting. um. Marty took off like anything and, naturally, the cat followed. They both went running downstairs into the staffroom. They took the ladies stockings and just when Marty turned into the Principal's Office the principal caught him. "Well, I guess Marty did get to stay in school for a while... even if he didn't want to.

Basis of the scale: Legibility, consistency and proportion. NOTE: Photo copies do not always adequately reflect legibility.

Scale Point 1: Virtually illegible. Many words require two or three re-readings. Frequently doesn't stay on the line. Inconsistent.

Scale Point 2: Difficult to read due to exaggeration of features or lack of consistency in letter formation. Some letters may be difficult to distinguish. Legible but requires deliberation on the part of the reader.

Scale Point 3: Readily legible. Shows some maturity. Spacing adequate. Weakness is some inconsistency, exaggeration or lack of proportion.

Scale Point 4: "A pleasure to read". Consistent proportion in letters, no exaggerated features, flows smoothly.

PROVINCIAL RESULTS (Grade 8)

Scale Point	1	2	3	4
Percent of Students	2	24	45	28

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Picture 1

Doing their in the Snow and Boy freezing to death. because no money for food have to work to buy food or clothing. If they working can't find job after. Problem they are facing is cold. They should be working in the mill or factory. If you work you be any thing with money buy thing as how what you have to buy or what you have to buy if you are not working no body is going to help you with money it is that don't stop working work important for everything with out work there is nothing to do. you can't go visit any body. you can't buy any thing as you can't do any thing with out money. money is very important thing to mean. with no money poor. is nothing. If you work you get every thing you have eat as to as what you have to go.

SCALE POINT 2

The [illegible] Problem

This is my friend his name is Bill. Bill has a problem, he can't stop smoking. Bill has tried and tried to stop but he just can't quite do it one day I got together with Bill and we had a big discussion on smoking. I told him once before if you don't stop smoking you won't have any friends. Bill said my buddy I don't smoke, I have lot of friends and they have lots of friends. But not as many as you I said. He answered back to what, anyway what makes you so sure what I'm not as good as you, as I smoke I could just if I can't quite there you are all these added up that I'm and they were gone! I tried to be calm but I couldn't so he was so mad at me that I just left without even saying goodbye.

The next day I went up to Bills house and made a big apology for me acting out on him like that. But then I couldn't help it could you? After I apologized Bill said that it didn't hurt you full of I wanted home been so upset when I wanted home I also to the same thing

That evening Bill called me over on the telephone he asked me if I wanted him to stop for supper I told him I would have to ask my mother. A few minutes later I was at Bills house we had fried chicken and chips it was a real good meal but after that Bill said it was a cigarette I tried to stay away from the smoke but I couldn't it got me I guess I don't all laughed was all right for asking you to cease me my business a few seconds later I was lying on the ground I saw Bill put the cigarette away then he threw the whole package away then he said I quit if this is what happens when I quit. Then a half of an hour later the ambulance came and took me to the hospital I was right thanks to Bill nothing he cigarette away.

The End

SCALE POINT 3

I picked the little girl sitting at the dinner table looking confused because it looks like she's trying to think of something to tell on her brothers and sisters and how she can explain if she got caught and had to explain to get out of her mess. This little girl might look like a little angel but actually she's looks a little devil. If I had a problem like her I'd try to think of something to not look guilty and to make it look like her other brothers or sisters did it. But this little girl is having lots of trouble just trying to think of what to do and to whom she's going to do it to since she's only a girl

Since I can't think of anything else to say about her problem, I'll give her a possible solution. Not to be any trickier and she won't get caught or she won't have to explain anything, and she won't have to worry to whom she'll be doing it to.

SCALE POINT 4

I chose to write about the 3rd one.

This is a man who was lost in the Yukon. His name is Ronald Binche, late in October he travelled to the Yukon for a weeks vacation. October 3rd he was to leave on his plane.

Ronald had been flying for over an hours, when his engine was making sound. Suddenly his eggine died and he was falling quickly.

Two days later Ronald woke up and realized he was inside his plane, and had been for some days know Ronald knew

he cannot do something so he set out the next day to try and find a way out.

The next morning he set out with food, tent, warm clothes.

It took him 3 days but he eventually walked his way into a small village. Two days later Ronald had taken ill and died of pheumia, and four days late.

THE End

SUGGESTIONS FOR TEACHING:

(1) Transparencies may be used at all grades to show students what is and is not acceptable.

(2) This is a scale which students themselves could use after becoming familiar with the scale (any composition).

NARRATIVE WRITING

(SUBSCALE FOR PUNCTUATION AND CAPITALIZATION)

A piece of narrative writing should be ideally marked on two levels: once for the impression on first reading, then for one area of mechanical proficiency. The following is a four point subscale for judging punctuation and capitalization.

Although samples of student responses from the assessment are included in this section, this subscale is useful with any piece of narrative writing.

The papers for Exercise 2 (Grade 8) were not assessed for this skill.

In using the following scale and samples of student writing, please refer to Exercise 1, which is on pages N2 - N3 of this package.

This skill is referred to as SKILL 55 at the grade 4 level in the Assessment of Written Expression reports.

Basis of the scale: Instances of correct punctuation and capitalization. End of sentence punctuation and dialogue punctuation are considered major. Commas may be disregarded unless their overuse or omission seriously affects the meaning.

Punctuation required: Periods, question and exclamation marks, quotation marks, commas.

Scale Point 1: Very little or no correct use of punctuation. Very little or no correct use of required capitals.

Scale Point 2: Generally correct use of periods, exclamation marks, question marks, and capitals, but some errors or omissions.

Scale Point 3: Correct use of all required capital letters, periods, question and exclamation marks. Quotation marks are required but are not used correctly, or capital letters with the quotation marks are not used correctly.

Scale Point 4: Correct use of all capital letters, periods, question and exclamation marks. Quotation marks are required and used correctly with all necessary capitalization. (BUT, if quotation marks are not required in the composition, and all punctuation is correct, the paper should be assigned to point 3).

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	34	49	8	10

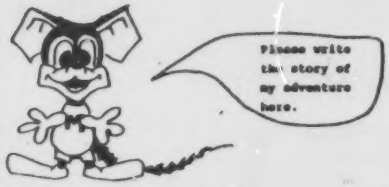
*

*Interpretation Panel cut-off point.

SCALE POINT 1

If you tocke the ese Ffols can sit with me. and talk about stuf like sideing on the side and playing hiding - go - seek with my frinds and they are Jame and Scott and Ricky and Glen And my name is steaven Ramine and we can play tag on the teeter-toter we will play hang man on the monkey-bors. Jame can be the hook and Ricky can be the fol and Scot can be the rope and I will be holding them and you Marty name can be the hanged mans if you want

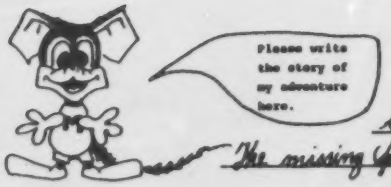
SCALE POINT 2



One day Marty wrote a letter to an ~~adult~~ school It said I am coming to your school to visit you kids. Ok. Then he saw it was very open then he went up the stairs and down again he got there and side a there. At lunch time he went to the library all of a sudden every one ran out Marty was trapet then the posters moved back and forth he could not get out book fell.

Then it stoped what a mess he side to himself. Then an teaher came in help the library has been robbed. What book See I don't see a thing but but! but nothing she side. Jefe her to the nurse room then the library teacher screamed she lie at last staf marty run to camp elmwood and never went back

SCALE POINT 3

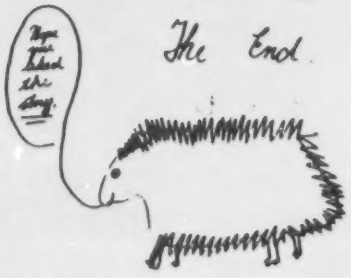


Gurble

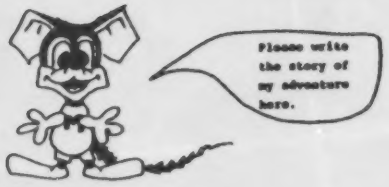
The missing (Gurble)

Once upon a time there was a mouse named Marty. Today was Marty's first day of school, he was going to kinder-garden. (Pre) In the class he was in. there was a pet gerble its name was Wozy Marty wanted to take the pet out of its cage. (!) His teacher said its was alright as long as he put it back in the cage and lock it. He said." Dont worry I wont forget" and took the gerble out of its cage. All of a sudden the gerble fell out of his hands and landed on the floor. Marty went crazy he thought might have hurt Wozy. Marty went to go tell the teacher he said to the teacher." Wozy is gone" "What" said the teacher. "Wozy is gone" said Mark for the second time. How did he get away! "Well you s-s-see he sort of giggled a bit and uh uh fell out of my hands and I think I hurt him." Well no worry we'll find Wozy sooner or later. So for the whole lunch hour they were looking for Wozy Mark was calling" Here Wozy Wozy come here boy" but there was no sign of Wozy. Until a boy found Wozy on the library floor and picked it up and went and told the principal and the principal said " That gerble belongs to the kindergarde so the boy was returned. Wozy and put him in his cage When Marty found that a boy had found him the library he was suprised but very thankful. He looked Wozy over to see if he had hurt him. When he found he had a little bruse on his leg but it wasnt bad. From then on Marty never want to take the gerble out of its cage.

The End



SCALE POINT 4



One Monday Marty Mouse visited our school. He got into lots of trouble.

First When the teacher was explaining to us what we should do in math. Mark one of the students closed his math book and Marty got stuck.

Then at lunch he got wrapped up in some sandwitch paper and he and tossed in the trash. That's when he got into trouble with the janitor.

Then when the students let out this bunch boxes away, Marty got stuck inside one and got in the cuplaard.

Then I went outside she in the playground, Marty got into a fight with a kindergardner and got beat up. Then That's when he got sent all to the principals office and got into trouble.

Then at the library time, Marty got a he book and sat down at a table. Did he read? Oh no he talked instead. That's when he got into trouble with the libraries and the teacher.

Then when school was over for the day, Marty said, "Whew! I'm we not coming back tomorrow!"

SUGGESTIONS FOR TEACHING:

(1) K - Tape conversations between children.

Grade 1 - Tape conversations between children and teacher; transcribe conversations on a chart.

(2) Grade 2 - Tape conversations, transcribe conversations, children begin to transcribe conversations.

(3) Grade 3 - Record radio, newspaper reports.

(4) Grade 4 & 5 - More of the same. Compose conversations between spacemen and humans, principal and student, mother and child, over a specific problem. Teacher can dictate conversation and mark for correct punctuation.

(5) Grade 6 & 7 - Begin to compose plays, stories and interviews.

(6) Grade 8 - Record interviews - further development of all of the above.

TEACHING AND EVALUATING
STUDENT WRITING

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

255

PROOFREADING SKILLS

(ELEMENTARY GRADE LEVELS)

TABLE OF CONTENTS

Introduction P1

Introductory Pages from Assessment Tests P2

Grammatical Usage P4

Capital Letters P10

Quotation Marks P16

Abbreviations P20

Apostrophes P26

Sentence Structure P32

Appropriate Word Choice P36

INTRODUCTION

The exercises in the following section require students to locate mechanical errors and to correct them. The exercises continue to develop the themes established in the Directed Writing sections. At the Grade 4 (Exercise 1) level, Marty Mouse's sister Minty needs help with her homework. At the Grade 8 (Exercise 2) level the newspaper editor requires assistance from his Junior Reporter. The introductory pages from the assessment tests are reproduced on the following pages.

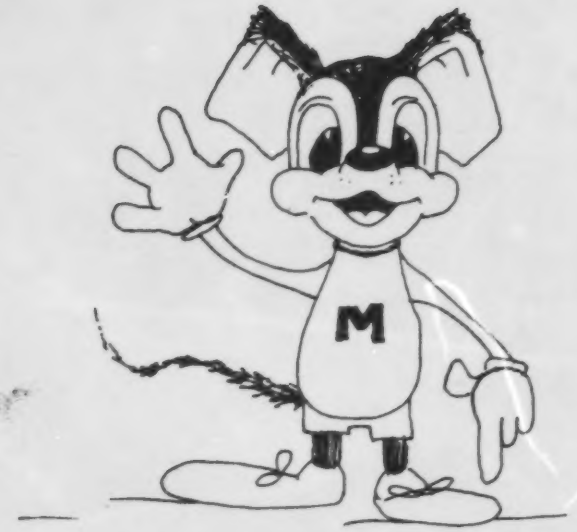
Each exercise is accompanied by its marking key and a graph showing the provincial results. The skills which were tested at the three assessment grade levels are indicated in the table below:

Proofreading Skill	Exercise 1 (Grade 4)	Exercise 2 (Grade 8)	Exercise 3 (Grade 12)
Apostrophes	X	X	
Grammatical Usage	X	X	
Capital Letters	X	X	
Abbreviations	X	X	
Appropriate Word Choice		X	X
Correcting Errors in Sentence Structure		X	X
Quotation Marks		X	X
Capital Letters and Punctuation			X

Teachers who use the exercises in this package should be aware that such exercises can become quickly overused. Use your own proofreading exercises, if possible, or use materials from textbooks or from commercially-available sources.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

INTRODUCTION TO GRADE 4 EXERCISES



Marty says:

Hi everybody! Can you help my sister Minty? She's got mouse fever so she has to do her school work at home. Minty is in Grade 3. Her teacher, Ms. Mouse, has sent her this work to do. Can you help her do it?

INTRODUCTION TO GRADE 8 EXERCISES

When this ad appeared in your local weekly newspaper you applied for the job - and got it. Congratulations! Turn the page to find out what you have to do.

Employment Opportunities

EMPLOYMENT OPPORTUNITIES

60 PROFESSIONAL-MANAGEMENT

BUSINESS DEVELOPM'T OFFICER

ESTATE PLANNING

61 SALES

If you are a licensed Real Estate Salesperson and are interested in

REAL ESTATE TRAINING

You should investigate

61 SALES

SIDING SALES Opportunity

JUNIOR REPORTER WANTED

The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.

BENEFITS:

1. Many different experiences.
2. A chance to express your ideas.

DUTIES:

To write about things that happen in your school and your community that are of general interest to teenagers.

APPLY to the editor of this newspaper.

PART TIME

IDEAL

OR STUDENTS

EPHONE WORK

Clothing Managers

Assistant Managers

CAREER PERSONNEL

PRINTING SALES

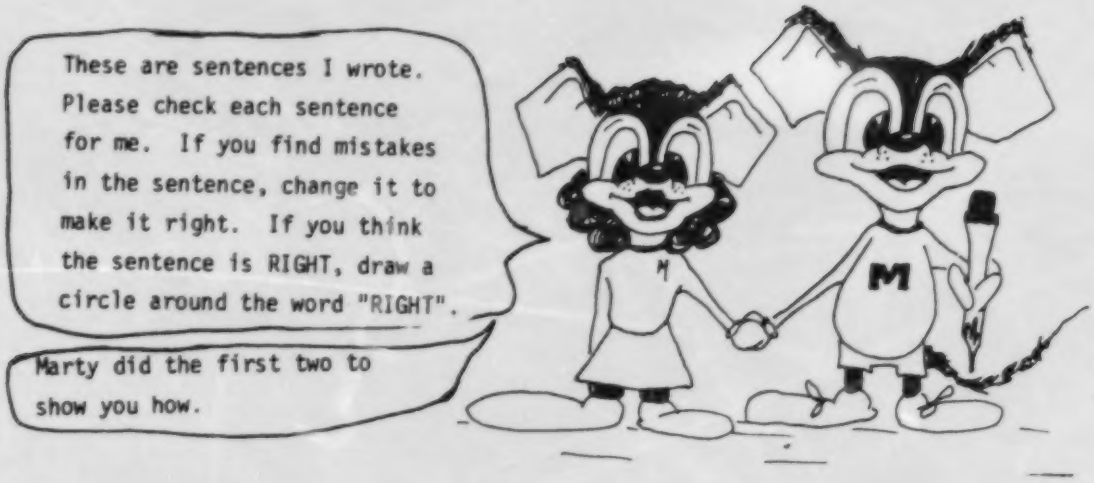
HEAVY EQUIP.

As part of your work on the Fraser River Times, you sometimes have to make corrections in material that other people have written.

Here is your copy with the editor's instructions. Read the editor's notes on each page. Look for the kind of mistakes she describes. Correct any errors you find.

PROOFREADING SKILLS: GRAMMATICAL USAGE

This skill is referred to as SKILL 80 in the Assessment of Written Expression reports.


These are sentences I wrote. Please check each sentence for me. If you find mistakes in the sentence, change it to make it right. If you think the sentence is RIGHT, draw a circle around the word "RIGHT".
Marty did the first two to show you how.

I ~~are~~ am a mouse. RIGHT

My name is Minty. RIGHT

Marty and me like to play ball. RIGHT

Some other Grade 3's were playing with Marty and I. RIGHT

One of the Grade 4's were playing too. RIGHT

I throw the ball good. RIGHT

Marty is more good at batting. RIGHT

I wish he would learn me to hit the ball like that. RIGHT

The other team could of beaten us. RIGHT

We were to good for them. RIGHT

Their team struck out. RIGHT

That's how we won them. RIGHT

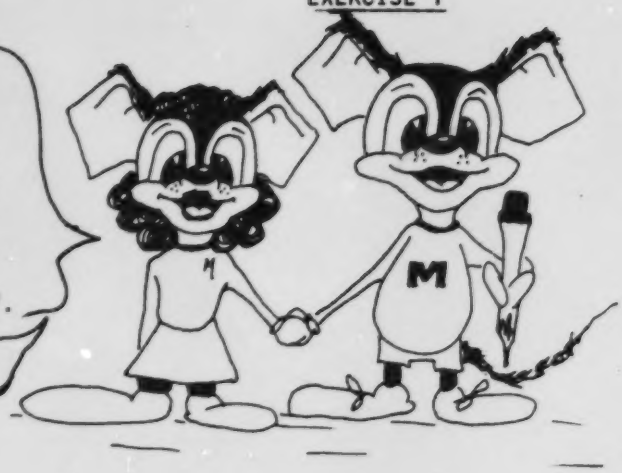
After that we left the others to play by theirselves. RIGHT

PROOFREADING SKILLS: GRAMMATICAL USAGE

EXERCISE 1

These are sentences I wrote. Please check each sentence for me. If you find mistakes in the sentence, change it to make it right. If you think the sentence is RIGHT, draw a circle around the word "RIGHT".

Marty did the first two to show you how.



MARKING KEY

I ~~are~~ am a mouse. — RIGHT

My name is Minty. — (RIGHT)

Marty and ~~me~~ I like to play ball. — RIGHT

Some other Grade 3's were playing with Marty and ~~me~~ I. — RIGHT

One of the Grade 4's ~~were~~ was playing too. — RIGHT

I throw the ball ~~good~~ well. — RIGHT

Marty is ~~more good~~ better at batting. — RIGHT

I wish he would ~~learn~~ teach me to hit the ball like that. — RIGHT

The other team could ~~of~~ have beaten us. — RIGHT

We were ~~so~~ too good for them. — RIGHT

Their team struck out. — (RIGHT)

That's how we ~~won~~ beat them. — RIGHT

After that we left the others to play by ~~themselves~~ themselves. — RIGHT

POSSIBLE SCORE = 11

SPORTS REPORT

EDITOR'S NOTE: This copy came in from our Grade 7 reporter. Each item may have a mistake in it - a wrong word, wrong punctuation, or words missing.

ASSIGNMENT: Correct each of the following items where necessary. You may cross out, add, or change words or punctuation. Some items may not need to be changed. The example has already been corrected.

EXAMPLE: Everybody in Grade 7 ~~did~~ wanted to play on a team.

a. Terry and me are on the volleyball team.

b. A list of instructions were given to us.

c. One instruction says each member of the volleyball team must carry their own strip.

d. Just between you and I the new coach is very strict.

e. We don't never have an easy practice.

f. Although volleyball is my favorite sport.

g. Kelly is better at serving than Terry but she doesn't spike the ball as good.

h. Only one of them can be captain, tomorrow we'll find out who it will be.

i. We can't use the old gym any more. Because it burned down.

j. After burning all night, we couldn't find much of the equipment left.

SPORTS REPORT

EDITOR'S NOTE: This copy came in from our Grade 7 reporter. Each item may have a mistake in it - a wrong word, wrong punctuation, or words missing.

ASSIGNMENT: Correct each of the following items where necessary. You may cross out, add, or change words or punctuation. Some items may not need to be changed. The example has already been corrected.

MARKING KEY

EXAMPLE: Everybody in Grade 7 ~~did~~ wants ~~to~~ ed to play on a team.

a. Terry and ~~me~~ I are on the volleyball team.

b. A list of instructions ~~were~~ was given to us.

c. One instruction says each member of the volleyball team must carry ~~their~~ his/her own s..ip. (or "members")

d. Just between you and ~~I~~ me the new coach is very strict. (or: "us")

e. We ~~don't~~ never have an easy practice.

f. ~~Although~~ Volleyball is my favorite sport. (or: add main clause)

g. Kelly is better at serving than Terry but she doesn't spike the ball as ~~good~~ well.

h. Only one of them can be captain; tomorrow we'll find out who it will be. (or: . Tomorrow.... OR : add conjunction)

i. We can't use the old gym any more ~~.~~ b ecause it burned down. OMIT PERIOD

j. After ~~burning~~ the gym ed all night, we couldn't find much of the equipment left.

NOTE: ONLY THE MOST FREQUENTLY OCCURING CORRECTIONS ARE INDICATED HERE. MANY OTHERS WERE ACCEPTABLE AND SCORED CORRECT.

POSSIBLE SCORE = 10

PROOFREADING SKILLS: GRAMMATICAL USAGE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 1 (Grade 4)

Number Correct	% of Students
0	1
1	8
2	16
3	24
4	24
5	14
6	8
7	4
8	1
9	0
10	0
11	0

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	4
2	15
3	27
4	23
5	15
6	9
7	4
8	<2
9	<1
10	0

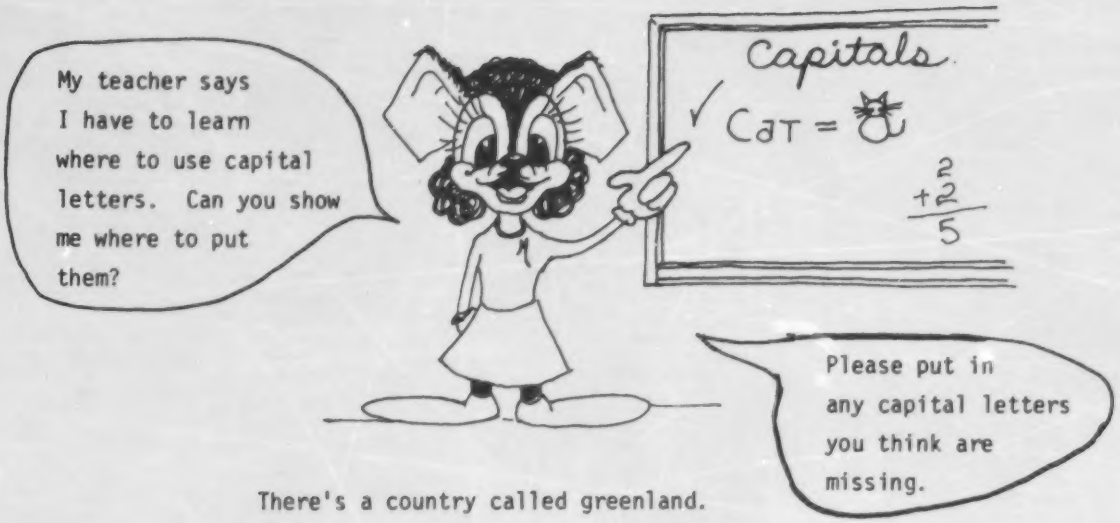
*Interpretation Panel cut-off point.

PROOFREADING SKILLS: CAPITAL LETTERS

This skill is referred to as SKILL 81 in the Assessment of Written Expression reports.

PROOFREADING SKILLS: CAPITAL LETTERS

EXERCISE 1


My teacher says I have to learn where to use capital letters. Can you show me where to put them?
Capitals
CAT =
2
+2
5
Please put in any capital letters you think are missing.

There's a country called greenland.

There's a sea called the red sea.

There's a mountain called blue mountain.

There's a river called black river.

There's a street called white avenue.

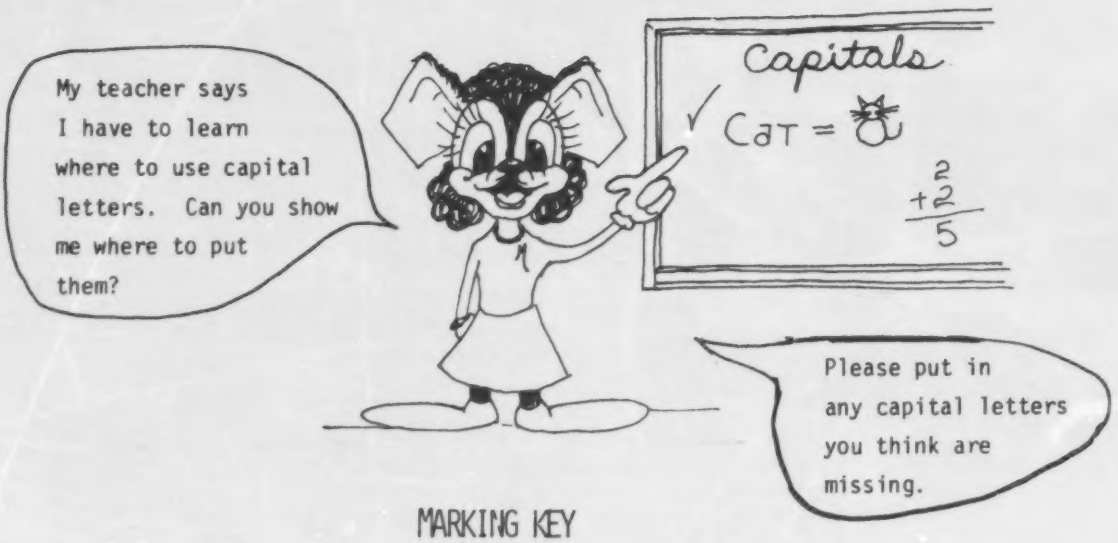
There's a town called rainbow city.

The first day of the week is sunday.

The first month of the year is january.

A book you might like to read is little house on the prairie.

A movie you might like to see is star wars.


My teacher says I have to learn where to use capital letters. Can you show me where to put them?
Capitals
✓ CaT = 🐱
2
+2
5
Please put in any capital letters you think are missing.

MARKING KEY

There's a (country) called G greenland.

There's a (sea) called the R red S sea.

There's a (mountain) called B blue M mountain.

There's a (river) called B black R river.

There's a (street) called W white A avenue.

There's a (town) called R rainbow C city.

The first day of the (week) is S sunday.

The first (month) of the (year) is J january.

A book you might like to read is L little H house (on) (the) P prairie.

A movie you might like to see is S star W wars.

NOTE: CIRCLED WORDS WERE MARKED "CORRECT" IF NOT CAPITALIZED.

POSSIBLE SCORE = 29

PROOFREADING SKILLS: CAPITAL LETTERS EXERCISE 2

WHERE DO NAMES COME FROM?

EDITOR'S NOTE: Our new typesetter knows that every sentence begins with a capital letter, but he doesn't know where else he should use capitals. Write a capital letter on the copy wherever you think there should be one. I have done the first sentence.

Disneyland is named after W walt D disney.

Vancouver got its name from captain george vancouver.

A prince gave his name to prince george.

A canadian mountain, mount eisenhower, is named after president eisenhower.

Colours are used to name several seas, including the red sea - and to name a country, greenland.

Some names describe. For example, the pacific ocean is supposed to be peaceful, and so is the peace river.

Months and days are named after gods: january for janus, march for mars, thursday for thor, and saturday for saturn.

Book and movie titles often tell you what the story is about: owls in the family is about owls, and star wars is about wars in space.

WHERE DO NAMES COME FROM?

EDITOR'S NOTE: Our new typesetter knows that every sentence begins with a capital letter, but he doesn't know where else he should use capitals. Write a capital letter on the copy wherever you think there should be one. I have done the first sentence.

MARKING KEY

Disneyland is named after walt disney.

Vancouver got its name from captain george vancouver.

A prince gave his name to prince george.

A canadian mountain, mount eisenhower, is named after president eisenhower.

Colours are used to name several seas, including the red sea - and to name a country, greenland.

Some names describe. For example, the pacific ocean is supposed to be peaceful, and so is the peace river.

Months and days are named after gods: january for janus, march for mars, thursday for thor, and saturday for saturn.

Book and movie titles often tell you what the story is about: owls in the family is about owls, and star wars is about wars in space.

POSSIBLE SCORE = 33

PROOFREADING SKILLS: CAPITAL LETTERS

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 1 (Grade 4)

Number Correct	% of Students
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	1
13	0
14	0
15	0
16	1
17	0
18	1
19	2
20	2
21	6
22	8
23	4
24	7
25	5
26	6
27	21
28	10
29	26

*Interpretation Panel cut-off point.

EXERCISE 2 (GRADE 8)

Number Correct	% of Students
0	0
1	0
2	0
3	0
4	2
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
19	0
20	1
21	1
22	1
23	1
24	2
25	4
26	2
27	6
28	10
29	9
30	13
31	16
32	20
33	12

PROOFREADING SKILLS: QUOTATION MARKS

This skill is referred to as SKILL 82 in the Assessment of Written Expression Reports.

PROOFREADING SKILLS: QUOTATION MARKS EXERCISE 2

IN COURT TODAY

EDITOR'S NOTE: This page has all of the punctuation left out. Please correct the story.

ASSIGNMENT: Put in all the punctuation that is needed. The first sentence is done for you.

The trial of John Vickers, the local poet, ended today.

The judge asked Do you find the prisoner guilty or not guilty

Not guilty replied the foreman of the jury

A woman spectator shouted Thank goodness

The jury is dismissed said the judge and may leave the courtroom

IN COURT TODAY

EDITOR'S NOTE: This page has all of the punctuation left out. Please correct the story.

ASSIGNMENT: Put in all the punctuation that is needed. The first sentence is done for you.

MARKING KEY

The trial of John Vickers, the local poet, ended today.

The judge asked, "Do you find the prisoner guilty or not guilty?"

"Not guilty," replied the foreman of the jury.

or :!

A woman spectator shouted, "Thank goodness!"

"The jury is dismissed," said the judge, "and may leave the courtroom."

POSSIBLE SCORE = 19

PROOFREADING SKILLS: QUOTATION MARKS

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	0
2	0
3	2
4	2
5	2
6	3
7	4
8	3
9	3
10	3
11	3
12	5
13	5
14	6
15	7
----------	---------- *
16	9
17	11
18	12
19	19

*Interpretation Panel cut-off point.

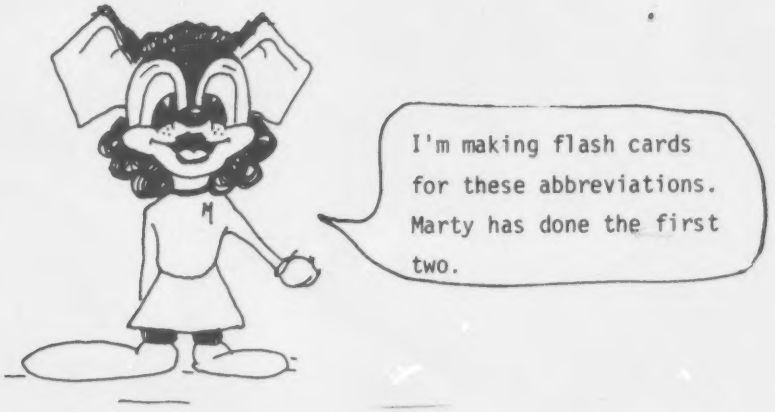
PROOFREADING SKILLS: ABBREVIATIONS

This skill is referred to as SKILL 83 in the Assessment of Written Expression reports.

PROOFREADING SKILLS: ABBREVIATIONS

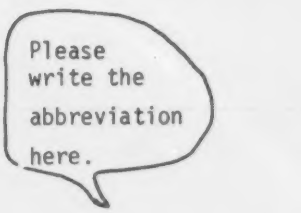
EXERCISE 1

Social Studies	=	S.S.
Grade 4	=	Gr. 4
Street	=	
Friday	=	
Mister	=	
year	=	
British Columbia	=	
February	=	
Doctor	=	
kilometre	=	



MARKING KEY

Social Studies	=		S.S.
Grade 4	=		Gr. 4
Street	=	1	St.
Friday	=	2	Fri.
Mister	=	3	Mr.
year	=	4	yr.
British Columbia	=	5	B.C.
February	=	6	Feb.
Doctor	=	7	Dr.
kilometre	=	8	Km.



POSSIBLE SCORE = 8

COMMON ABBREVIATIONS

EDITOR'S NOTE: To help people write a Classified ad, I've decided to give a list of common abbreviations.

ASSIGNMENT: Write the abbreviations for these words. The first is done for you.

Grade 8	Gr. 8
Social Studies	_____
Street	_____
Friday	_____
Mister	_____
telephone	_____
British Columbia	_____
January	_____
Post Office	_____
Doctor	_____
number	_____
year	_____
Ontario	_____
Company	_____
et cetera	_____
kilometre	_____

COMMON ABBREVIATIONS

EDITOR'S NOTE: To help people write a Classified ad, I've decided to give a list of common abbreviations.

ASSIGNMENT: Write the abbreviations for these words. The first is done for you.

MARKING KEY

Grade 8	Gr. 8
Social Studies	S.S. or Soc. St.
Street	St.
Friday	Fri.
Mister	Mr.
telephone	tel. or ph. or tele.
British Columbia	B.C.
January	Jan.
Post Office	P.O.
Doctor	Dr. or M.D.
number	no.
year	yr.
Ontario	Ont.
Company	Co.
et cetera	etc.
kilometre	Km.

POSSIBLE SCORE = 15

PROOFREADING SKILLS: ABBREVIATIONS

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 1 (Grade 4)

Number Correct	% of Students
0	4
1	12
2	8
3	9
4	12
5	14
6	19
7	19
8	3

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	1
2	1
3	0
4	1
5	1
6	1
7	2
8	3
9	7
10	11
11	16
12	20
13	20
14	12
15	3

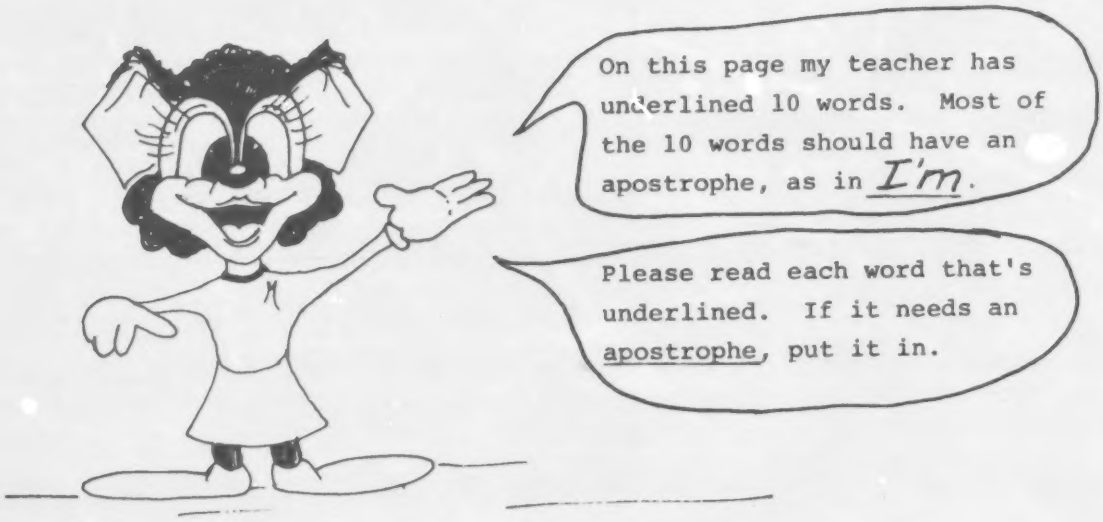
*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APOSTROPHES

This skill is referred to as SKILL 84 in the Assessment of Written Expression reports.

PROOFREADING SKILLS: APOSTROPHES

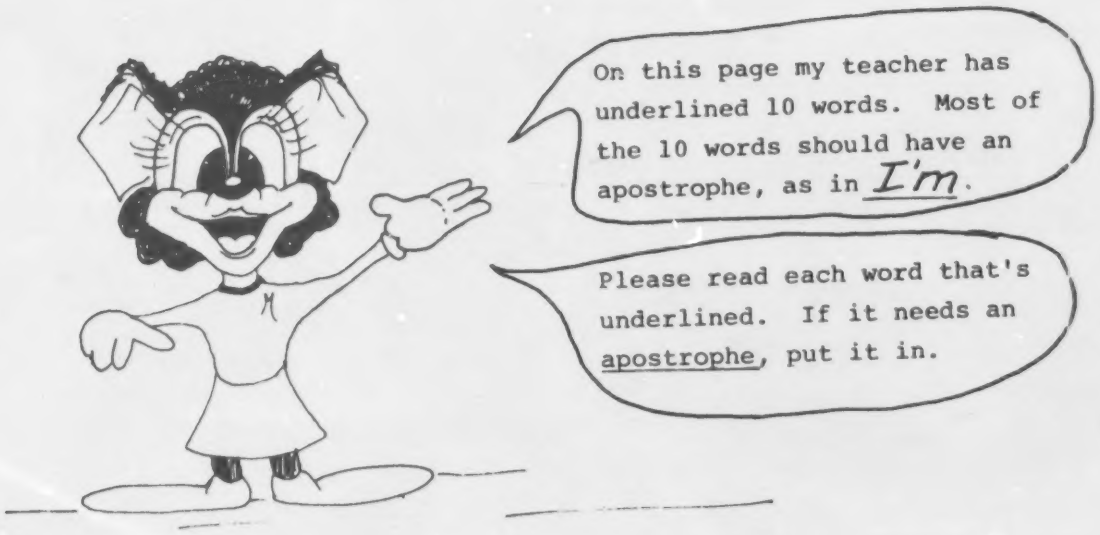
EXERCISE 1


On this page my teacher has underlined 10 words. Most of the 10 words should have an apostrophe, as in I'm.
Please read each word that's underlined. If it needs an apostrophe, put it in.

Suppose youve won a thousand bananas and youre waiting to eat them. At first theyre hard and green. Green bananas dont taste good but it doesnt take long for a banana to change. Theres an easy way to tell when its time to eat a banana -- its skin turns yellow. You have many bananas. If you cant eat them all, well be glad to split them with you -- a banana split!

PROOFREADING SKILLS: APOSTROPHES

EXERCISE 1


On this page my teacher has underlined 10 words. Most of the 10 words should have an apostrophe, as in I'm.
Please read each word that's underlined. If it needs an apostrophe, put it in.

MARKING KEY

Suppose 1. you've won a thousand bananas and 2. you're waiting to eat them. At first 3. they're hard and green. Green bananas 4. don't taste good but it 5. doesn't take long for a banana to change. 6. There's an easy way to tell when 7. it's time to eat a banana -- 8. its skin turns yellow. You have many bananas. If you 9. can't eat them all, 10. we'll be glad to split them with you -- a banana split!

POSSIBLE SCORE = 10

PROOFREADING SKILLS: APOSTROPHES

EXERCISE 2

EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

Dear Ellie:

Ive never written to you before but weve got a problem. Theres a dog hanging around our house. Its lost its collar and we cant find out whose dog it is. My dads really angry. Hed like to call the Pound because the dogs been digging up my moms garden and chewing up my two sisters toys. It wouldnt matter so much if the dog was ours.

Ellie, the dogs eyes look so sad. He could be some childrens pet. Theyre probably looking all over for him. The dog doesnt look hungry. Its coat is healthy. Its just unhappy. What should we do?

Animal Lover.

PROOFREADING SKILLS: APOSTROPHES EXERCISE 2

EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

MARKING KEY

Dear Ellie:

I've never written to you before but we've got a problem. There's a dog hanging around our house. It's lost its collar and we can't find out whose dog it is. My dad's really angry. He'd like to call the Pound because the dog's been digging up my mom's garden and chewing up my two sisters' toys. It wouldn't matter so much if the dog was ours.

Ellie, the dog's eyes look so sad. He could be some children's pet. They're probably looking all over for him. The dog doesn't look hungry. Its coat is healthy. It's just unhappy. What should we do?

Animal Lover.

NOTE: UNDERLINED WORDS ARE SCORED AS A CORRECT RESPONSE IF NO APOSTROPHE IS ADDED.

POSSIBLE SCORE = 19

PROOFREADING SKILLS: APOSTROPHES

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 1 (Grade 4)

Number Correct	% of Students
0	0
1	2
2	0
3	1
4	2
5	4
6	7
7	18
8	22
9	36
10	8

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	10
1	0
2	0
3	0
4	2
5	1
6	1
7	2
8	4
9	6
10	7
11	10
12	12
13	9
14	10
15	11
16	7
17	4
18	3
19	1

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: SENTENCE STRUCTURE

This skill is referred to as SKILL 85 in the Assessment of Written Expression reports.

PROOFREADING SKILLS: SENTENCE STRUCTURE EXERCISE 2

TOWN TEAM TRIUMPHS !

EDITOR'S NOTE: Last page!
This copy was taken over the telephone and needs to have a few words changed before it is good enough to print. Can you try to make each sentence a little better?

ASSIGNMENT: Try to correct or improve each of the following sentences. You can change the sentences by crossing out, changing, or adding words.

The home run was hit not by a regular player but with a pinch-hitter.

The ball sailed over the first-base man, over the right-field fence, and the parking lot.

The people jumped to their feet, waved, and are cheering madly.

After the game, when it was over, the players carried the pinch-hitter on their shoulders.

The TV crew decided they should stay at the park and to interview the pinch-hitter.

As I pushed my way through the crowd you could feel the excitement.

TOWN TEAM TRIUMPHS !

EDITOR'S NOTE: Last page!
This copy was taken over the telephone and needs to have a few words changed before it is good enough to print. Can you try to make each sentence a little better?

ASSIGNMENT: Try to correct or improve each of the following sentences. You can change the sentences by crossing out, changing, or adding words.

MARKING KEY

The home run was hit not by a regular player but ~~with~~ by a pinch-hitter.

The ball sailed over the first-base man, ~~over~~ the right-field fence, and the parking lot. or: add "over" after "and."

The people jumped to their feet, waved, and ~~are~~ cheer~~ing~~ed madly. or "..., waving and cheering...."

After the game ~~when it~~ was over, the players carried the pinch-hitter on their shoulders. or, delete "when it was over"

The TV crew decided they should stay at the park ~~and~~ to interview the pinch-hitter. or: "to stay"

As I pushed my way through the crowd ~~you~~ I could feel the excitement. or "...you...you...."

NOTE: ONLY THE MOST FREQUENTLY OCCURING CORRECT RESPONSES ARE INDICATED HERE.

POSSIBLE SCORE = 6

PROOFREADING SKILLS: SENTENCE STRUCTURE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	7
1	6
2	8
3	14
4	19
5	25
6	21

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

This skill is referred to as SKILL 86 in the Assessment of Written Expression reports.

TEST YOUR WORD POWER

EDITOR'S NOTE: This is last week's word power feature. Your job is to make up the Answers to Our Word Power Test for printing in this week's edition. Just circle the right choice in each pair -- the typesetter will do the rest.

ASSIGNMENT: Circle the right choice in each pair of words. The first has been done already.

We've had an election hear (here). Pacific High School voted to chose / choose a new student council / counsel. When the principal / principle announced the result, it was quiet / quite a surprise. The winners where / were all girls accept / except for one boy. The boys were / was unhappy to lose / loose, but it should teach / learn them a lesson: it don't / doesn't do to get to / too confident. They should have / of worked harder theirselves / themselves. This is the kind of situation you could adapt / adopt into a play! The winners will now select a chairperson and a teacher who's / whose job is to help them. I don't know / no, but I think their / they're / there going to work good / well together.

TEST YOUR WORD POWER

EDITOR'S NOTE: This is last week's word power feature. Your job is to make up the Answers to Our Word Power Test for printing in this week's edition. Just circle the right choice in each pair -- the typesetter will do the rest.

ASSIGNMENT: Circle the right choice in each pair of words. The first has been done already.

MARKING KEY

We've had an election hear (here). Pacific High School voted to chose (choose) a new student council (counsel). When the principal (principle) announced the result, it was quiet (quite) a surprise. The winners where (were) all girls accept (except) for one boy. The boys were (was) unhappy to lose (loose), but it should teach (learn) them a lesson: it don't (doesn't) do to get to (too) confident. They should have (of) worked harder theirselves (themselves). This is the kind of situation you could adapt (adopt) into a play! The winners will now select a chairperson and a teacher who's (whose) job is to help them. I don't know (no), but I think their (they're) (there) going to work good (well) together.

POSSIBLE SCORE = 18

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	0
10	1
11	4
12	4
13	7
14	13
15	16
16	19
17	23
18	11

*Interpretation Panel cut-off point.